

DOCUMENT RESUME

ED 386 516

UD 030 582

TITLE New York State Magnet Schools Program, 1993-94. OER Report.

INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Educational Research.

PUB DATE 94

NOTE 157p.

AVAILABLE FROM Student Progress Evaluation Unit, Office of Educational Research, 110 Livingston Street, Room 734. Brooklyn, NY 11201.

PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS *Academic Achievement; Cultural Differences; Educational Objectives; Educational Planning; Elementary Education; Ethnic Groups; Intermediate Grades; Junior High Schools; *Magnet Schools; Middle Schools; *Multicultural Education; Program Evaluation; *Program Implementation; Public Schools; Racial Differences; *State Programs

IDENTIFIERS *New York; New York City Board of Education

ABSTRACT

For the 1993-94 school year, the Office of Educational Research (OER) of the New York City Public Schools was asked to conduct evaluations of the 12 magnet schools funded under the New York State Magnet School Initiative. The state initiative was planned to promote the development of magnet schools that promote multicultural educational environments, reduce ethnic isolation, promote academic success for all students, and foster parent and community involvement. In New York City, four elementary schools, five intermediate schools, one middle school, and two junior high schools were selected, with five schools implementing their programs in 1993-94 and seven schools in the planning stage. OER found that the planning schools generally made adequate progress toward their goals for designing and organizing their schools, as well as for recruiting students for the implementation year. However, the implementing schools did not completely achieve their academic goals or their goals for reducing ethnic isolation. New strategies for reducing racial isolation may be necessary. Recommendations are made for improvement of planning and implementation. Fifteen tables present evaluation findings, and five appendixes provide details about percentages of students at various levels of reading and mathematics achievement. (SLD)

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OER Report

New York State
Magnet Schools Program
1993-1994

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**New York State
Magnet Schools Program
1993-1994**



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SUMMARY

The Division of Funded Programs in collaboration with the New York State Education Department (N.Y.S.E.D.) organized the State Magnet School Initiative to promote the development of magnet schools that promote multicultural educational environments, reduce ethnic isolation, promote maximum academic success for students, and foster parent and community involvement." In 1991-1992 and 1993-1994, under this initiative, the Division of Funded Programs awarded magnet school planning stipends to twelve schools through a competitive request for proposals to all school districts including District 75/Citywide Special Education. Four public schools, five intermediate schools, one middle school and two junior high schools in 10 districts were selected. The five schools awarded 1991-1992 planning grants have completed their second year of implementing their magnet programs. The seven schools awarded planning grants in 1993 completed magnet school planning and will implement their plans during the 1994-1995 school year.

For the 1993-1994 school year, the Office of Educational Research (OER) was asked to conduct evaluations of the twelve magnet schools funded under the State Magnet School Initiative. The objectives of the evaluations were to evaluate 1) the achievement of stated outcomes by the five implementing schools and 2) the planning process in the seven planning schools. Evaluation questions covered areas of theme and curriculum development, staff development, parent and community involvement, academic outcomes, and goals for reducing racial isolation.

OER found that planning schools generally made adequate progress toward achieving their goals for designing and organizing their schools, as well as for recruiting students for the coming academic year. However, the goals for reducing ethnic isolation set by implementing schools were not completely achieved, possibly indicating that other strategies for reducing racial isolation need to be tried. Likewise, academic goals were not completely met, possibly due to the experimental nature of the new Magnet school curriculum.

Based on the evaluation findings, OER recommends that Magnet school committees:

- define the goal of reducing racial/ethnic isolation and promoting diversity as it relates to their school; consider alternative reduction strategies; identify potential target populations; and actively recruit target populations through personal contact.

*Chancellor's Special Circular No. 1, 1993-1994 (July 13, 1994).

- plan to realize student diversity objectives over several years rather than during the beginning of implementation.
- emphasize their students' ethnic cultures within the school.
- define all of their goals and objectives in a clear and realistic manner;
- search for an explanation for the lack of increase in student achievement as measured by citywide standardized tests as a prelude to revising pedagogy;
- investigate alternate measures of student achievement, and
- exchange ideas with other Magnet schools who have implemented their programs.

ACKNOWLEDGEMENTS

This report was prepared by the Office of Educational Research's Student Progress Evaluation Unit (OER/S.P.E.U.) under the direction of Henry Solomon, Ph.D. This evaluation represents the efforts of many individuals. William F. Hilton, Ph.D. served as project coordinator. Faigi Bandman, Ph.D., JoAnne Bauer, Ph.D., Lewis Burgess and Robin Lynch served as project evaluators. The study was designed by Henry Solomon, William Hilton, Faigi Bandman, JoAnne Bauer and Lewis Burgess. Questionnaires were constructed by Faigi Bandman, JoAnne Bauer and Lewis Burgess. Interviews, site visits and technical assistance was provided by the four evaluators. The evaluators wrote final report sections respective to their assigned schools. The data was analyzed by William Hilton, Lewis Burgess, and Robert Schulman. Compilation of the final report was completed by William Hilton. Pamela Jenkins-Polycarpe and Joan Katz provided editorial assistance.

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I. INTRODUCTION

THE STATE MAGNET SCHOOL INITIATIVE

The Division of Funded Programs in collaboration with the New York State Education Department (N.Y.S.E.D.) organized the State Magnet School Initiative to promote the development of magnet schools that reflect the cultural pluralism of New York City's school districts. The goals of this initiative are to develop multicultural educational environments where students of different racial/ethnic heritages can learn collaboratively; to provide the conditions and activities for preventing, reducing, and eliminating racial/ethnic isolation; promote maximum academic success for students; foster parent and community involvement; and, encourage the utilization of community resources.* During the academic years 1991-1992 and 1993-1994, under this initiative, the Division of Funded Programs awarded stipends for magnet school planning grants to twelve schools through a competitive request for proposals (RFP) to all school districts including District 75/Citywide Special Education. A total of four elementary schools, five intermediate schools, one middle school and two junior high schools in 10 districts were selected. The five schools awarded 1991-1992 planning grants (\$28,500) and 1992-1994 implementation stipends (\$200,000) have completed the second year of implementing their magnet schools. The seven schools awarded planning grants (\$30,000) in 1993 completed

* Chancellor's Special Circular No. 1, 1993-1994 (July 13, 1994).

magnet school planning and will implement their plans during the 1994-1995 school year.

MAGNET SCHOOL EVALUATION

For the 1993-1994 school year, the Office of Educational Research (OER) was asked to conduct evaluations of the twelve magnet schools funded under the State Magnet School Initiative. The objectives of the evaluations were to evaluate 1) the planning process in the seven planning schools and 2) the achievement of stated outcomes by the five implementing schools.

EVALUATION QUESTIONS

Planning Schools

Evaluation questions for the planning schools focused on process and goals, as follows:

- To what extent has the planning process been effective in achieving planning goals?
- To what extent do the planning committees include school staff, administration, parent, district, community, and external organization representation?
- To what extent have there been changes in the original proposed goals since the committee has been in operation?
- How effective have the various sources of technical assistance been in assisting the planning process?
- To what extent does each plan address the elements stipulated in the RFP (e.g. theme, needs assessment, staff development, parent involvement, community involvement, recruitment, curriculum development, goals and objectives, and self evaluation)?
- To what extent have planning goals been achieved?

Implementation Schools

Evaluation questions for the second-year schools focused on process as well as outcomes and include:

- To what extent has each program's recruitment process achieved an increase in racial/ethnic diversity?
- To what extent has the program achieved its goals for increasing parent and community involvement?
- What has been the availability of appropriate staff development in relation to the magnet school theme area?
- To what extent has each program reached its goals for student achievement?
- To what extent have school staff schedules been adjusted to provide access to any special equipment, allow for joint teacher preps, and encourage other activities in support of the school's magnet initiative?
- To what extent has the program achieved its goals for enhancing multicultural awareness and tolerance?

EVALUATION ACTIVITIES

Evaluation activities for the planning schools included two or more consultation visits to each program regarding self-evaluation strategies, providing copies of previous evaluation literature and samples of evaluation instruments, observations of committee meetings, surveys of school staff, interviews with school and district program administrators and a survey of prospective students' parents.

Evaluation activities for the implementing programs included surveys and interviews with selected program staff in the schools and districts, a survey of prospective applicants' parents, and a review of relevant program data (e.g. academic and ethnic

breakdowns). Interviews with central program administrators were also conducted regarding all phases of the program.

SCOPE OF THIS REPORT

Chapters II and III report present summative reports for each of the twelve schools evaluated. Chapter IV contains OER's conclusions about the planning and implementation of the magnet schools and offers detailed recommendations for 1994-1995.

II. PLANNING MAGNET SCHOOLS

C.S.D. 2 / P.S. 116
Magnet theme: Universal Studies

THE UNIVERSAL STUDIES MAGNET SCHOOL

Background

The site chosen for the Universal Studies Magnet School is P.S. 116, the Mary Lindley Murray School, located in the Midtown section of Manhattan's east side. According to information provided by the Automate the Schools (ATS) System Official Class Census Report, as of June, 1994, the population of 726 students in grades prekindergarten through six is 73 percent minority and 27 percent non-minority. Out of the total student population, 28 percent (203 students) are enrolled in the school's Gifted and Talented Program. P.S. 116's Gifted and Talented Program began approximately 10 years ago. Each grade in this school includes one gifted class, except for the kindergarten that has two. The ratio of minority to non-minority students in the gifted program is 53:47 percent. Selection criteria into the program include advanced intellectual ability as evidenced by scores on a psychological evaluation, and recommendations from teachers, principals, etc.

District Committee

The District Magnet School Planning Committee consists of four district office staff, two school administrators (principal and assistant principal), 19 teachers, one reading specialist, three parents, and one staff developer. This committee holds a

meeting once a month. School-wide meetings are held every two to three weeks and include school administration, staff and parents. The final plan for implementation was submitted on May 13, 1994.

Theme/Curriculum Development

The Magnet School theme of **Universal Studies** has already and will continue to be implemented throughout the entire school, involving all students. The curriculum is interdisciplinary whole-language literature based. Themes are integrated through reading and writing activities (e.g., author and genre studies).

The student population represents over seventy different countries and their diverse experiences are incorporated as part of the theme. Each grade, composed of three to six classes, is responsible for developing three different themes, e.g., Japan, immigration. The selected themes are integrated into all subjects for a grade. Strong music and art programs reflect the themes that students are learning. For example, if a grade is assigned a particular country as a theme, the students will learn art techniques that are unique to that particular country as part of art class. Or, if one grade is studying the Civil War in social studies, the books that students read in language arts will reflect that period. Mathematics is also integrated into the study of other subjects. For example, the concept of fractions is used in music class and concepts of geometric shapes are used as part of art class.

The principal reported that teacher observations indicate that students are engaged in more reading activities, as

evidenced by their asking to go to the library to do research, asking appropriate questions, and bringing in books and other relevant materials to class. It is expected that average reading and math scores will improve since the previous year, due to students' more active involvement in the curriculum. Funding from the Magnet grant will be utilized toward acquiring new books for the library and reorganizing its structure.

A retreat was held on Ellis Island on January 29, 1994 with the purpose of developing the Magnet School theme and goals. This site was chosen as an appropriate place to develop the theme of cultural diversity. Administrators, teachers, staff developers, parents, and district representatives attended. On March 12, 1994, the district committee meeting was held at Barnes and Noble book store. School administrators, faculty, and parents were able to examine children's books that relate to the classroom themes and to expand resources for children's textbooks.

In the spring, the fourth grade class hosted visiting students from Korea.

Staff Development

Staff development meetings are held every two to three weeks. At the Ellis Island retreat, workshops on curriculum and theme development were held for teachers. The theme of immigration was emphasized at this particular retreat. Teacher training was also a part of the March 12 meeting. The school's approach to teacher training is to have the teachers develop and

write the curriculum with the help of administrators and staff developers. A turnkey system is being implemented in which certain teachers attend outside workshops and then train other faculty members.

In general, staff development workshops are geared toward understanding learning processes, particularly in the areas of reading, writing, and mathematics. On May 11-12, 1994 three teachers attended a Mathematics Solutions workshop in order to become turnkey teachers. Dr. Heidi Jacobs from Teachers College held a workshop on interdisciplinary curriculum. The school held lunchtime workshops to expand on her ideas.

Teachers are engaging in more collaboration between classes. This allows them to share ideas regarding presentation of themes, as well as to see what student skills need to be strengthened.

On May 13-14, 1994, a workshop was held at the Metropolitan Museum of Art. Staff was trained in using the museum as a resource for curriculum development. The museum has scheduled a number of workshops for the following academic year. These workshops will correspond to museum exhibits so that teachers can design their curricula accordingly. In the Spring, the principal, assistant principal, and one teacher attended a multicultural educational conference sponsored by the Yonkers public school system. During July, staff attended a conference on integrating technology into the classroom.

In addition, conflict resolution training for teachers and students has begun and will continue to expand. On April 27,

1994 the school's guidance counselor, along with three teachers, observed conflict resolution techniques at P.S. 238, where students in fifth through eighth grades ran the workshops. Teachers were thereby able to see how children can become mediators for their own conflicts. That same evening, a meeting on conflict resolution was held for parents. On May 9, 1994 students in P.S. 116 were trained in conflict resolution and peer mediation. Staff and administrators are planning to attend a three-day conference on this topic on October 26-28, 1994.

Parent Involvement

Parents are represented at district and school level meetings. P.S. 116 has an active Parent/Teacher Association (PTA) that keeps parents informed about Magnet School activities through its newsletter and elicits feedback regarding initiatives being planned. Some of the school's parents hold executive positions at savings and commercial banks located within the district, and assist in posting relevant materials at these institutions. In addition, some parents have connections, through their place of work, to companies that can provide appropriate resource materials for the school, such as books.

On May 24, 1994 a Literacy Awareness workshop was held for parents, sponsored by Everybody Wins, a volunteer organization whose members are businessmen. At this meeting, six teachers demonstrated the use of books in grades six through eight. Parents were given a coupon for a free book to be purchased at Barnes and Noble.

On April 19, 1994 a questionnaire was sent home to current school parents informing them that a number of workshops and/or conferences will be held as part of the Magnet School grant. Parents were asked to check the areas of interest to them. As of May 5, 1994, a total of 159 questionnaires were returned, with the following breakdown: 26 parents were interested in goal setting, 34 in interdisciplinary curriculum, 36 using computer technology, 40 in conflict resolution, and 23 in using the library as a resource for multicultural curriculum.

The OER consultant for this Magnet school distributed a questionnaire to prospective parents during a tour, and also mailed these surveys to new parents who registered their children for next year, as well as parents of children accepted to the gifted program for next year. A total of 38 parent questionnaires were collected, with 26 returned by mail from parents of children accepted to the gifted program for next year. Of the total of 38 respondents, 37% found out about the school's Magnet program through a phone call from other parents, and 21% found out by speaking to a friend or neighbor. These results confirmed the administration's observation that most of their new parents are finding out about the school through word of mouth. On average, parents rated the usefulness of the information that they obtained by speaking to other parents or friends, with a score of 3.8, on a scale from 1 to 5. The main issues that were important to parents in deciding to send their children to this school were: 1) Good academic reputation (76%), 2) high tuition

costs at private schools (47%), 3) the Magnet program (37%), 4) closeness to home (40%), 5) safety (29%), and 6) being a part of a multicultural environment (24%), and 7) the gifted program (11%). A number of parents noted that they were impressed with the principal and teachers at P.S. 116. In terms of alternative choices of school in which to enroll their children, parents indicated that they were considering other public (29%) as well as private schools (32%) in the area.

Community Outreach and Recruitment Activities

Students, parents, and teachers are all involved in publicity. For example, students wrote a letter to a local newspaper describing the Magnet School grant. The school newspaper, Spotlight 116, also advertised the Magnet School Initiative. Signs are posted in apartment complexes, and information has been sent to neighborhood preschools. Students' artwork is displayed in local banks and shops. These shops also advertise in the school newspaper.

Advertised tours of the school are conducted twice a month. In addition, walk-in tours are available for local parents. The principal and assistant principal commented that based on their experience, word of mouth is the best publicity.

P.S. 116 has established a number of community links. At the Murray Hill Block Fair held on June 4, 1994 P.S. 116 was responsible for running a game booth for children, with the profits going to the PTA fund. Another community outreach booth offered information about P.S. 116, as staff and parents were on

hand to answer questions. On June 11, 1994, Art Expo 116 was held in which community artists displayed their artwork in the schoolyard. There was also a small display section set aside for children. Students' artwork is displayed in local banks and shops. These local shops also advertise in the school newspaper, Spotlight 116. On June 1-3, 1994, the Children's Museum of the City of New York displayed artwork and musical talents of students throughout District Two, as sponsored by Imagination Celebration.

Planned recruitment activities include presentations at pre-school programs, daycare centers, private elementary schools, school fairs, local libraries, neighborhood events such as street fairs, and open houses for parents. Additionally, administrators from P.S. 116 meet informally with principals from other east side schools such as P.S. 6, P.S. 158, and P.S. 183 to familiarize them with the programs at P.S. 116 so that they can make appropriate referrals.

Linkages to External Agencies for Technical Assistance

P.S. 116 distributed a Needs Assessment Survey provided by Westchester Institute, who is in the process of analyzing the results. A number of institutions have been contacted to provide technical assistance regarding computer technology. OER assisted in contacting the Technical Assistance Center (TAC), a division of the Board of Education. Representatives from this division met with representatives from Apple Computer and school administrators to review options for computer technology. In

addition, the school contacted the Center for Children and Technology. School administrators plan to visit some independent schools, such as Grace Institute and Dalton, to see their computer technology resources. Teachers College provided a Cross-Cultural Literacy Workshop on May 17, 1994. Bank Street College of Education's Math Leadership Program is in the process of assisting the school in finding a teacher to fill a turnkey position for math training. Teachers College is also providing workshops on reading and writing processes.

Admissions Planning

Admissions to the school is open to all at this point. Many new nonminority students are enrolling in the school. The number of kindergarten classes has grown from four to six over the past two years. The administration is considering more selective criteria due to the large number of applicants.

Evaluation

Reduction of minority isolation

The recruitment of nonminority students is ahead of the schedule outlined in the planning grant and the principal anticipates that this will continue. Over the course of the 1993-1994 academic year, the number of nonminority students has increased. The anticipated ratio of minority to non-minority students for the 1993-1994 year, as outlined in the planning grant (July, 1993) was 74 percent: 26 percent, whereas the actual ratio was 73:27 percent.

The following table outlines the school's desegregation goals for the next five years, as outlined in the planning grant.

Table 1
Five-Year Desegregation Goals for P.S. 116

School Year	Minority %	Non-Minority %
1992-1993 ^a	74.5%	25.5%
1993-94: Expected ^b	74%	26%
1993-94: Actual ^c	73%	27%
1994-95 (Year 1)	71%	29%
1995-96 (Year 2)	68%	32%
1996-97 (Year 3)	65%	35%
1997-98 (Year 4)	62%	38%
1998-99 (Year 5)	60%	40%

^a Information obtained from the School Profile (October, 1993).

^b Information obtained from the Planning Grant (July, 1993).

^c Information obtained from the ATS Official Class Ethnic Census Report (June, 1994).

The change in student population by ethnicity is displayed in Table 2.

As can be seen in Table 2, the number of Asian and White students increased, and the number of Hispanic students slightly increased. Data also indicates that the proportions of Hispanic and African-American students decreased.

Table 2
Ethnic Change for P.S. 116

ETHNIC GROUP	1992-1993 ^a	1993-1994 ^b
NATIVE AMERICAN	.3% (N=2)	.27% (N=2)
ASIAN	11.5% (N=79)	13.9% (N=101)
HISPANIC	33.2% (N=228)	31.8% (N=231)
AFRICAN-AMERICAN	29.5% (N=203)	26.6% (N=193)
WHITE	25.5% (N=175)	27.4% (N=199)
TOTAL	687	726

^a Information obtained from the School Profile (October, 1993).

^b Information obtained from the ATS Official Class Ethnic Census Report (June, 1994).

Conclusion and Recommendations

Overall, the planning process for the Universal Studies Magnet School has been successful in terms of making significant strides in curriculum implementation, staff development, parent involvement and recruitment. The goals set for reducing minority isolation are ahead of schedule. Recommendations include designing methods of measuring goals and objectives for the purpose of self-evaluation.

C.S.D. 6 / P.S. 5
Magnet theme: Building A Community

Ellen Lurie School

Background

Ellen Lurie School (P.S. 5) opened in March, 1993. It is located in the Washington Heights section of Manhattan an historically ethnically diverse neighborhood which has recently become a major point of entry for immigrants from the Dominican Republic. At present, Dominicans comprise more than 60% of the neighborhood's population but make up over 90% of the elementary school population. The district's elementary schools have ranked among the city's lowest in indicators of academic performance. The planners of P.S. 5's magnet program intended for the school to reflect the ethnic and racial representation of the neighborhood by providing a physical facility and enriched curriculum that would attract students who had left the district for other schools in Manhattan. It was their goal to introduce a curriculum and teaching methodology that would reduce tension among various subcultures and to ensure academic excellence.

Currently, P.S. 5 incorporates a Headstart program and grades kindergarten through five; kindergarten through grade three is multi-age. In addition to the Headstart program, the Children's Aid Society runs an active program that provides family assistance and health services to the students. An alternative elementary school is also housed within P.S. 5,

serving students from kindergarten through grade three. The school, which has been named Muscota, was organized by a group of parents who are active in local politics. The district recognizes Muscota as a separate school but the Central Board regards Muscota and Ellen Lurie as the same entity. Thus both schools are recipients of the state magnet grant and are working together to develop a school-wide program.

Information for this report was provided by the Director for funded programs in District 6 and by the principal of P.S. 5, the Ellen Lurie School.

District Committee

In addition to the District Director of Funded Programs and the principal, the school's State Magnet Grant Planning Committee membership includes representatives of the local community and school boards, representatives of organizations assisting P.S. 5 in the development and implementation of the curriculum, representatives of local parents associations and teachers from P.S. 5. Specifically, these included, the community superintendent and deputy superintendent, the district multicultural coordinator, a representative of the Tiorati Workshop of Bank Street College, the program coordinator of the Cooper-Hewitt Museum, the parent coordinator representing the Center for Collaborative Education and Coalition for Essential Schools, two representatives of the parents of the Inwood Community and a representative of the parents of the Washington Heights Community, a representative of Community School Board six

and two teachers from P.S. 5. As of March 22, the planning committee had met eight times and planned to meet regularly throughout the spring.

Theme Development and External Linkages

The theme of the Magnet School grant was "building a community" and was intended to guide the development of a multicultural curriculum that would ensure academic excellence and foster harmonious interpersonal relationships between members of diverse ethnic and racial groups. To achieve these goals the school looked, primarily, to teaching strategies that promote learning through interacting with one's environment. These strategies have been shown to make academic material meaningful to students and to effect collaborative, harmonious interpersonal relationships. To this end, P.S. 5 consulted with the Center for Collaborative Education, the Committee for Essential Schools and the Tiorati Workshop for Environmental Learning of Bank Street College of Education. P.S. 5 was also involved in a Bank Leadership program which included mentors for principals.

Staff Development

To develop and implement a specific curriculum that encompasses the goals described above, teachers from P.S. 5 observed classes and had meetings with teachers from Magnet School P.S. 234 in Manhattan, who had successfully developed a curriculum for achieving similar goals. Also, teachers from P.S. 5 attended workshops at Bank Street college in curriculum writing.

Parent Involvement

From P.S. 5's inception, members of the Magnet School Parents Committee (M.S.P.C.) played an active role in every aspect of the school's operation and development. They were consulted and involved in all decisions that affect the school. Their positions were communicated to all of the parents at P.S. 5 in weekly parent association meetings and through a school-based newsletter that was disseminated regularly. A representative of the M.S.P.C. sat on the State Magnet Grant Planning Committee.

Community Outreach and Recruitment Activities

Information about the school was made known to the community through regular articles in local papers such as "The Washington Heights/Inwood News." A questionnaire designed to clarify parents' concerns and expectations of their child's school was mailed to every parent of an elementary school age child in the district.

The questionnaire, developed by Metis Associates, a division of Westchester Consulting, was designed to (1) assess the demographic characteristics of the families in the district, (2) determine the number of school-age children whose parents were sending them to private or parochial schools, or to schools outside of District 6, and (3) to assess characteristics of the school that were the most and least important to the parents in choosing a school for their children. The questionnaire provided both a needs assessment and a way of informing parents in the community about the special services and unique approach to

education that the school can provide. Additionally, the school made a bimonthly report regarding its progress, at the Community School Board's business meeting and a similar report at the Board's monthly open meetings. Finally, weekly afternoon guidance workshops about topics relevant to the parents' concerns were conducted by the principal throughout the school year. These workshops were well attended (about 65 parents typically attend each session) and were an important part of the school's effort to communicate to the parents the importance of their commitment to their child's success in school.

In addition to the parent questionnaire, recruitment, community outreach and parent involvement was accomplished through flyers describing the program, which were distributed to parents of children at P.S. 5. Other community outreach and parent involvement efforts included regular presentations at community school district meetings, dissemination of information about the program at the after-school parent workshops and at the Open Houses at the school, as well as at meeting of the school board, Parent Advisory Council and District Association President's Council.

Curriculum Development

Parent Input

To obtain input from parents on the content of the magnet program curriculum, responses to the parent questionnaire (described above) were analyzed to assess which school characteristics were most important to parents. Of the

approximately thirty school characteristics listed in the questionnaire, parents reported the following as the most important in selecting a school for their children: emphasis on improving reading and math skills and test scores, individual instruction tailored to each child's needs, a range of approaches to learning, encouraging parent-teacher communication, and finally, small class size. Subcommittees of the State Magnet Grant Planning Committee were formed based on the three academic subjects parents indicated were most important to their child's education. These subject areas were: (1) math and science, (2) literature and (3) computers.

Teacher Input

Teachers at the school observed other magnet schools in order to get ideas about effective programs. Additionally, Muscota, the alternative elementary school housed within P.S. 5, contracted with "Studio in a School" to train teachers in the use of arts-in-education to develop their curriculums and to provide arts-in-education programs for students.

Planning Committee Issues

Decisions about other specific changes in P.S. 5's curriculum were to be determined through committee mediation. There were abundant differences of opinion between the various members of the district magnet grant planning committee regarding the kinds of changes the school should make. The District felt it would be more productive if a professional mediator helped the members of the planning committee to find common ground between

their diverse ideas. They were intending to incorporate each persons' recommendations so that their ideas could be forged into a unified curriculum. The committee's goal was that the planned curriculum would be consistent with the schools' current programs and practices.

Evaluation

The Planning Committee was concerned that it will be difficult to show racial balance in the student body as a result of the program's implementation because students who are eligible for the school are primarily from one cultural background. They expected to show the program's effectiveness (enhanced racial harmony among diverse groups) through increasing the number of students living in the district who had previously chosen schools outside the district and then returned to participate in the magnet school.

C.S.D. 7 / I.S. 183
Magnet Theme: Health Care & Medical Careers

THE PAUL ROBESON SCHOOL FOR MEDICAL CAREERS AND HEALTH
PROFESSIONS

Background

I.S. 183 is located in Community School District 7 in the South Bronx. During the 1993-1994 school year, the student population was approximately 612 students of which 81.5 percent (n=499) participated in monolingual and bilingual education and 18.5 percent (n=113) in special education. I.S. 183 students are 58 percent Hispanic and 42 percent African American, which is somewhat different than the ethnic composition of District 7 as a whole where 69 percent of all students enrolled are Hispanic and 31 percent African American. Average attendance was 84 percent. Twenty-two percent of the students are at or above grade level in both reading and mathematics. I.S. 183 is currently being restructured into a Middle School in accordance with the Carnegie Council on Adolescent Development Report Turning Points, 1989, and the New York City Board of Education's Middle School Task Force Report.

District Committee

The district planning committee of I.S. 183 is composed of 32 members that represent the various constituencies comprising Community School District 7 (C.S.D. 7). Table 3 shows presents a breakdown of the core committee.

Table 3
Breakdown of I.S. 183 Planning Committee

Members	Number
<u>Community School District 7</u>	
Superintendent, administrators and staff	11
<u>Community School Board 7</u>	
Representative	1
<u>I.S. 183</u>	
School principal, assistant principal, staff developer, guidance counselor, teachers, and one student	9
<u>School Principals</u>	
P.S. 18, P.S. 1, and P.S. 31	3
<u>Parents</u>	
Parents from P.S. 18 and the P.T.A. presidents from I.S. 183 and P.S. 31	4
<u>External Community Institutions and Organizations</u>	
Lincoln Hospital's executive director, a medical doctor and associate director of community and public relations, and an East Side House Settlement representative	4
TOTAL	32

From the core committee membership, the following seven subcommittees and membership totals were formed:

- curriculum (18)
- needs assessment (3)
- public relations (5)
- staff recruitment (3)
- student recruitment (7)
- curriculum writing (10)
- interview (18).

In May, a new subcommittee was being formed to address parent involvement issues.

Teachers are involved in all aspects of the planning process, except staff recruitment. Thirty-six percent of all committee and subcommittee members are teachers. The numbers of teachers serving on the various subcommittees are as follows:

- core committee (4)
- curriculum (6)
- needs assessment (1)
- public relations (2)
- student recruitment (4)
- curriculum writing (8)
- interview subcommittee (7).

Meetings were held monthly and for special or urgent matters as needed. The OER evaluator at the March 9th meeting noted that decisions on subcommittee issues were made by a consensus of committee members present. Subsequent core committee meetings were held on April 7th, May 12th, and June 16th.

Theme/Curriculum Development

The magnet school theme is medical careers and health providers. An interdisciplinary educational program blends instruction of the basic curriculum with medical and health related concepts, issues, and careers. The design of the magnet school curriculum has been completed and the curriculum committee is working on developing the scope and sequence of all middle school curriculum areas. Curriculum writing started in April and the first unit to be taught in September has been completed for all grades.

Student learning and program activities will be structured by the Carnegie Middle School Model. This paradigm consists of four to five classes comprised of teams of students who utilize

interdisciplinary instruction, and is supported by a Teacher-Advisor Program, where one teacher is assigned to 15 students or less. Sixth and seventh grade teachers will teach two subject areas and eighth grade teachers will teach one. All teams for each grade have been organized for the coming school year.

Students will be required to participate as members of an investigatory team. The teams will operate by rotating student leadership and will be engaged in comprehensive research projects that are coordinated with an intensive research course. Cooperative learning is the key learning strategy and one third to two thirds of class time will be designated for cooperative/collaborative problem solving activities. Teachers will teach two subjects in addition to team teaching by using flexible scheduling within teams. As recommended by the New York City Board of Education's Middle School Task Force Report, concentrated blocks of time (two hours in the sixth grade, one and a half hours in the seventh grade, and one hour in the eighth grade) will be used to allow teachers to allocate time as needed for classroom instruction and activities.

It is planned that future eighth grade students will engage in a forty-five hour internship that aims to provide knowledge of the community health care delivery system, health care technology, and the interdependence of hospital positions, as well as the requisite skills and training required. An extended school day program (2:45 - 3:15 pm) will be established. The extended day program is designed to provide students with an

advisory program, tutorials, advanced classes, and theme-related clubs (medical and computer simulation clubs). I.S. 183 applied for a Chase Active Learning Grant and, if successful, the funds will be used purchase multimedia centers that will support the research component of the magnet school program and aid in honing students' research skills.

Staff Development

In March, 75 percent of the staff needed to implement the magnet school curriculum were in place. After recruitment, the remaining 25 percent were comprised of current teachers and those found through a district and city-wide search. Recruitment procedures included contacting the Board of Education Office of Staffing, the United Federation of Teachers, and posting advertisements in newspapers and at teachers colleges located throughout the New York City. These colleges included Queens College, Fordham University, St. John's University, Teachers College-Columbia University, and Pratt Institute. Job interviews were held on May 1st. Additional interviews with prospective candidates were conducted at Lehman College and Fordham University. Currently, with the exception of one mathematics teacher, all staff is in place for the 1994-1995 school year.

A staff development institute was held at Lincoln Hospital on June 11th and at the Marriott Hotel near LaGuardia Airport on June 24th and June 25th. Topics covered during these days were middle school philosophy, adolescent development, team building, an introduction to the facilities and services at Lincoln

Hospital (June 11th), cooperative learning techniques, teacher/student advisory methods (June 24th-Marriott Hotel), and integrated learning and interdisciplinary instruction (June 25th-Marriott Hotel). The Westchester Institute for Human Research, Inc. assisted in finding a consultant to train staff in team building, cooperative learning and interdisciplinary study.

Parental Involvement

Parents from I.S. 183 and its feeder school were invited to be directly involved in magnet school planning through membership in the core committee, the curriculum, public relations and interview subcommittees, and by participation in open houses and informational meetings. Parents provided additional input and service to the school through membership in the I.S. 183 School Based Management/Shared Decision-Making core committee, Parent Teacher Student Association (P.T.S.A.), and Parent Advisory Council. The magnet school student admissions formula included a parental commitment component that obtained a parental pledge to participate in at least two class/school-wide activities per term, to join the P.T.S.A., and to support their children's participation in all school activities. In addition to existing programs such as Project High Road, Project S.T.O.P., and the Matilda Cuomo Mentoring Program, I.S. 183 plans to increase parent involvement through a volunteer library work program (3 sessions-7:30 am, 12:00 pm and after school), an advisory/mentor program held three times a week after school for an half an hour

(2:45-3:15 pm), scientific and medical field experiences, home support of team projects, and an on-site health clinic.

Student Recruitment and Community Outreach Activities

District-wide recruitment activities were directed towards prospective students entering the sixth and seventh grades. There also was an active effort to recruit the children of staff members of C.S.D. 7, Lincoln Hospital, and Hostos Community College. All parents were encouraged to take advantage of the opportunity for their children to attend the magnet school through letters sent home with children, parent informational meetings, open house meetings, meetings of the Parent Teacher Association, Parent Advisory Council, the Community School Board, and Project High Road Advisory Board meetings, the district and I.S. 183 newsletters, flyers distributed through Lincoln Hospital and The East Side House Settlement, and press advisories published in the El Diario, Daily News, a Bronx weekly and a local cable station. Written information was presented in both English and Spanish. Translators were used in settings where the presenters did not speak fluent Spanish. Parents and community members will be regularly informed through these methods, which extend to all parts of the community.

The meetings were well attended and participation ranged from inquisitive to enthusiastic. Future plans include student recruitment through appeals to local churches. Acting on the evaluator's suggestion to approach students as well as parents, fifth grade students from nine different schools were informed of

the magnet school program by a team of I.S. 183 school administrators, teachers, parents and District 7 staff throughout April. This approach continued until mid-May. Student response has been positive. Finally, introductory units were designed by the curriculum committee to introduce fifth grade elementary students to the curriculum and electives. These units also provided the opportunity for teachers to identify potential candidates for the magnet school.

Cooperative relationships were established with Lincoln Hospital, Westchester Medical Center, New York Medical College, and the East Side House Settlement. The medical organizations will provide learning facilities, staff development and training in research and subject areas. The medical sites will be used to expose students to medical and computer technology, health and medical services, hospital support services, and job shadowing opportunities. These experiences are designed to expose students to people with different racial and cultural perspectives. The East Side House Settlement provides drug prevention support services. In addition, talks are in progress with Hostos Community College and the Community Planning Board for achieving greater access to and use of educational resources for school programs, staff and curriculum development, and student recruitment, instruction and mentoring.

Talks are in progress with several high schools to arrange placements for graduates of the medical careers and health professions program. The schools include the Bronx High School

of Science, DeWitt Clinton, Jane Addams, Grace Dodge Vocational High School and Lincoln Academy. The latter high schools have vocational programs that train medical and nursing assistants under the Tech Prep Program. These schools have liaisons with Bronx Community College and Lehman College for placements leading to continued study towards an associate or baccalaureate degree in the health and health related professions.

Admissions Planning

The anticipated size of the entering sixth grade class and transferring seventh grade students for the 1994-1995 school year was 270 (200 sixth graders and 70 seventh graders). However, this estimate was lowered at first when graduating eighth graders numbered less than expected, and then increased to 237 students because of the overwhelming response of parents and students to the inauguration of the magnet school.

Basic admissions requirements focused on three criteria: student commitment, parent commitment and student attendance. These three criteria were assessed through 1) school produced student portfolios composed of attendance records, teacher and other recommendations; 2) parent efforts and outcomes as indicated by attendance at the magnet school application meeting, signing a parental pledge of commitment to participate in school goals, activities and their child's progress; and 3) the outcomes of an oral interview with prospective students and their parents or guardians. Magnet school applications and instructions were distributed on March 16 at an open house. A second open house

for applying students was held in mid-April and the last open house was held at I.S. 183 on April 28th. After applications were received, formal interviews were scheduled and prospective students were notified by mail.

By May 31st, 250 applications had been received. An interview committee was formed in April to schedule and interview magnet school applicants and their parents or guardians. Interview teams were composed of supervisors (3), a guidance counselor (1), district staff (2), the principal, assistant principal, and special education supervisor (3), teachers (7) and parents (2). The superintendent and a school board member participated in one of the interview days.

All prospective students and their parents or guardians were interviewed at I.S. 183 on successive Saturdays (April 16th, 23rd, 30th), and after school during the school week. Of these 250 students, 237 have been accepted and notified by mail. An orientation program for accepted students was held on June 15th and 170 parents and children attended. At the orientation meeting, each student was given a medical novel with a study guide that includes activities to be completed by September.

At the April 30th interview session, the OER consultant distributed 40 questionnaires to incoming parents to elicit information on how parents found out about the magnet school, how useful was the information, what factors were important in deciding to send their child to I.S. 183, and what other schools were considered. As indicated in Table 4, most parents found out

about the magnet school through a letter and brochure that was sent home with their child (65%). 17.5 percent of the parents surveyed attended informational meetings where they were informed of the opening of the magnet school in September, 1994.

Table 4
How I.S. 183's Parents
Found Out About the Magnet School*

(n=40)

METHOD	FREQUENCY	PERCENT
1. Letter/Brochure Sent With Child	26	65%
2. Letter/Brochure Mailed to Home	7	17.5%
3. District Poster	7	17.5%
4. Miscellaneous		
a. Informational Meetings	7	17.5%
b. School Staff (Principal and Teachers)	6	15.0%

*Note: Percentages do not add to 100 because there was more than one response to a question.

The usefulness of the information presented to parents was rated, on average, with a score of 4.4 on a scale from one (useless) to five (very useful). In general, the factors that were important to parents in deciding to send their child to the magnet school were: The magnet school theme (77.5%), academic reputation (62.5%) and safety (55%) (see Table 5). Of the 40 parents interviewed, 22.5 percent considered other public school(s) and five percent considered sending their child to private school.

Table 5
 Factors Considered Important by Parents in
 Deciding to Send their Children to I.S. 183^a

(n=40)

FACTORS	FREQUENCY	PERCENT
1. Magnet Program-Medical Care and Health Professions	31	77.5%
2. Good Academic Reputation	25	62.5%
3. Safety	22	55.0%
4. Closeness to Home	17	42.5%
5. To be Part of a Multicultural Environment	16	40.0%
6. Good Record on High School Placement	10	25.0%
7. It is My Zoned School	7	17.5%
8. Nice Building and Facilities	7	17.5%
9. High Tuition of Private School	5	12.5%
10. My Child's Friend Will Attend	5	12.5%

*Note: Percentages do not add to 100 because there was more than one response to a question.

Goals and Outcomes

The general goals of the magnet school concentrate on providing an educational environment and interdisciplinary instructional program that reduces racial and cultural isolation, provides career orientation and practical experience, fosters interdependent work and learning skills, and improves academic interest and achievement. Specific objectives related to these goals include providing a theme-based, concept driven, interdisciplinary and cooperative learning instructional program that will 1) expand students experience with people and careers

beyond their community, 2) allow students to engage in career related activities, projects, workshops and field experiences in the health care field, and 3) improve math and reading scores.

Specific evaluation objectives were established in collaboration with OER. Self-evaluation will be based on school-level assessment from a variety of data which include: student logs, journals, research projects, portfolios, exhibitions, supervisory observations, team and individual lesson plans, grade level achievement in reading and math as measured by Degrees of Reading Power (DRP) scores and State Reference Point (SRP) percentage points.

Technical Assistance and Evaluation

The magnet school core committee chairman stated that it was helpful to meet the previous magnet school recipients and network with them about their programs. Project planning, implementation problems and solutions, and practical suggestions for establishing a magnet school were discussed at a meeting hosted by the Division of Funded Programs. I.S. 183 staff also received site visits by an OER evaluator who routinely made technical suggestions. A needs assessment survey and consultant contact were provided by the Westchester Institute for Human Services Research, Inc.

Magnet school planning was periodically assessed at core committee and subcommittee meetings by reviewing progress reports, assessing the degree of interest demonstrated by parents and fifth and sixth grade students district-wide, and the

willingness of elementary schools principals to participate in the recruitment process. Observable indices used to assess the progress and effectiveness of magnet school planning activities were the congruence of planning activities with the planning schedule, parent and student attendance and questions at informational meetings, telephone calls about the magnet school, and applications received.

I.S. 183 completed its final plan for implementing the Paul Robeson School for Medical Careers and Health Professions on May 13, 1994. Planning and preparation for inaugurating the magnet school was accomplished by the cooperation of dedicated district staff and school administrators, teachers, staff, and parents who worked after school hours and during their free time to ensure the success of the magnet school planning. Because of these efforts, I.S. 183's magnet school planning process has been very successful and the future implementation of the Paul Robeson School Medical Careers and Health Professions looks promising.

C.S.D. 15 / I.S. 293
Magnet theme: Global Citizenship

THE BROOKLYN SCHOOL FOR GLOBAL STUDIES

Background

The site chosen by District 15 for the Magnet School Initiative is a new school, The Brooklyn School for Global Studies, which will be located within M.S. 293. This school is a collaborative effort of C.S.D. 15 and the Division of High Schools.

According to the information supplied in the Planning Grant from the New York City Public Schools' Office of Student Information Services (October 1992), this will be the district's only sixth through twelfth grade secondary school. The school will phase in new grades reflecting the racial/ethnic composition of the district over a period of four years. The ethnic/racial composition of the district is approximately 58% Hispanic, 20% Black, 18% White, 4% Asian, and 1% Native American.

The deputy superintendent, who acted as chair of the steering committee, provided the relevant information for this report.

District Planning Committee

The Magnet School Planning Committee (locally referred to as the Steering Committee) consisted of representation from the district administration, the school board, two parents' councils, the UFT, collaborative community agencies, and various other

parents. The committee met as needed, and averaged one meeting every three weeks, beginning in January 1994. Decision-making was by consensus.

When the school is implemented in September, the Steering Committee will be replaced by a School-based Planning and Shared Decision-making Council with parent representation.

The planning for the new school had its roots in a movement of concerned parents who began in 1988 to call for the establishment of a small school for their secondary level students. In January of 1992, the group expanded its representation throughout the district and continued to formulate the concepts for the proposed school.

At the request of OER, the committee members completed a survey asking them to rate the extent to which they thought planning goals had been achieved. Six respondents gave high ratings to all items except the question about the effectiveness of technical assistance. No assistance for planning was received or requested from The Westchester Institute for Human Services.

Theme/Curriculum Development

The theme for the school is global citizenship. This theme will link a core curriculum to global studies centered on Brooklyn and its urban environment. For example, field study in Brooklyn locations will be integrated with urban issues and global concerns. Also, it is expected that telecommunications technology will play a big part in distance learning and linkages. Renovations to the school facility this spring

included state-of-the-art technology for a telephone system and computer network.

The curriculum will be developed by a school-based group, including nine new teachers, the Project Director (who came on board in early April), and the Brooklyn Center for the Urban Environment (BCUE). There will be a summer institute for curriculum and professional development, funded through the magnet school implementation grant or the high school division.

Staff Recruitment and Development

Staff for the new school had not been completely hired by June 1994, so staff development was to occur primarily in the summer. There had been some delay due to Board of Education regulations concerning hiring.

Staff development days were scheduled for the end of June. A summer institute for all staff was planned to take place during two weeks in the summer. Additional per session monies are available for subsequent training. Staff development will include team-building, collaborative and cooperative methods, and interdisciplinary curriculum development.

Community Outreach

Over the course of 1992-1993, many meetings were held in order to address the concerns of some members of the community about the proposed school and to keep parents informed about the school plan. Two of the major concerns are that: 1) there will be more automobiles in the neighborhood and greater demand for parking spaces, and 2) additional high school students will bring

problems associated with older students, i.e. drug trafficking. The issue of security has been a longstanding concern of some members of the community. The Superintendent in particular has worked very diligently to foster communication with this group of residents.

Since the onset of planning, two collaborative agencies have been working with District 15 in developing the school--the Brooklyn Center for the Urban Environment, and Educators for Social Responsibility. Two additional community based organizations have added services: Studio in a School which will bring long-term residencies of artists into the school for 10 workshops and teacher training; and The Shadow Program of the South Brooklyn Local Development Corporation that will provide supervised unpaid career exploration and exposure to community work-sites.

Student Recruitment and Admissions Activities

Recruitment information about the School for Global Studies was included in the District magnet school brochure for all sixth grade parents. All terminal grade students received application forms as part of the standard recruitment process. A parent information meeting was held, with approximately 45 parents in attendance, and advertisements for the school appeared in local newspapers.

Student selection for 6th and 7th grades was according to the ethnic/racial integration requirements of the state grant. The school determined the exact racial/ethnic composition needed

by grade level for incoming students in order to match the district ethnic/racial balance. Interviews and a lottery system were used to select the designated number of students for each grade. No other selection criteria was to be used.

With regard to the ninth grade class, the Project Director had a meeting for prospective eighth grade parents. The steering committee collaborated with BASIS personnel to request a waiver of the standard high school computerized process that uses an ability formula for student selection, as this would be in conflict with the racial/ethnic paradigm of the magnet school initiative.

The Steering Committee did not initially get the number of positive responses they had anticipated from the first wave of acceptance letters sent out to students and parents. It seemed that some families were confused as to where in the District the school is located. The Steering Committee then planned an open house for all accepted students and parents in hopes of providing additional information, including a description of a student's typical day, that could encourage them to choose the School for Global Studies.

Also planned for students and parents was an orientation day on June 25th, launching the school-community activities. The event included a birthday ceremony with local elected officials, staff development activities, an overview of the history and curriculum of the school, and a picnic.

Goals, Objectives and Self-evaluation

The magnet school's plan for implementation has been written by a consultant with input from the steering committee, in particular, the new project director and the deputy superintendent. The plan impressively describes the vision of the new school program, the mission, and the goals and objectives. Four objectives address reduction of racial/ethnic isolation. Other objectives focus on achieving academic success through innovative instruction and programs, enhancing intergroup relations, appreciation of cultural diversity, and involving parents and the larger community in the school. The plan includes methods for self-evaluation, and interim assessments. The objectives as written seem well-conceived, measurable, and set at reasonable levels for the first year of the program.

Background

The site chosen by District 19 for the Magnet School Initiative is the James P. Sinnott Intermediate School 218, centrally located in the district. The immediate neighborhood includes two low-income housing projects, various shelters, two-to four-family homes and apartment buildings.

According to the information supplied in the Planning Grant from the New York City Public Schools "Office of Student Information Services" (October 1992), the ethnic composition of the school is 71.3% Black; 27.1% Hispanic; 1% Asian; .4% White; and .1% Native American. Trends for the district as a whole show an ethnic makeup of 48.4% Black; 38.8% Hispanic; 3.2% Asian; 2.3% White; and .28% Native American.

The principal of the school, along with other members of the planning committee, provided the relevant information for this report.

District Planning Committee

The Magnet School Planning Committee consisted of representatives of various constituencies, including the school administration, teaching staff, UFT, school board, parent groups, and the district office. The committee meetings were held once a week at the school. Various subcommittees (brochure, health fair, recruitment, plan-writing, etc.) also met weekly. In

addition, the committee scheduled a working dinner session in early April and a day-long retreat on April 27th 1994. The main topics of the retreat were student recruitment, planning for the Health Fair, and working toward writing the magnet school final plan. Representatives from the Education Development Center (EDC) also participated in the retreat.

The principal chaired the planning committee meetings; decision-making was by consensus. At a meeting attended by this evaluator, the atmosphere seemed collegial and participatory. The principal reported superlative support from the community school board and that District personnel were likewise very helpful in late spring.

Technical assistance from the Westchester Institute for Human Services has been helpful both in ensuring that the committee worked within the timeframe for task completion, and in providing some practical suggestions about the budget and student recruitment, for example. One modification of the original proposal was that the principal has reassessed the planned interschool visitations and decided it was not a priority for assisting his school's planning process.

At the request of OER, the committee members completed a survey asking them to rate the extent to which they thought planning goals had been achieved. Twelve respondents gave high ratings to all seven items.

Theme/Curriculum Development

The theme of the magnet initiative is Health and Health Careers. This theme has existed at the school for over ten years. The selection of this school for the magnet program represented to the staff a recognition of their previous accomplishments and an opportunity to expand their offerings.

The curriculum has been planned for comprehensive health instruction using a thematic approach to academics. The curriculum will also include career exploration, community youth service, student internships, scientific writing, mentoring with student nurses, and a hands-on health resource center.

The full curriculum has been written for the seventh grade. The writing is a collaborative effort among the Education Development Center, the teachers, the Day Care Center, and the Multicultural Office.

Staff Development

Staff development workshops are ongoing and focus on the health curriculum, especially its expansion into the seventh grade. Other topics included decision-making, communication, multicultural implications of health issues, mental health concerns, interdisciplinary approaches and immersion of health concepts across the curriculum. Toward the end of the academic year, eighteen hours of staff development were scheduled, dependent on the number of new teachers required by student enrollment.

Parent Involvement

The involvement of parents remains an important challenge for the magnet school. Staff have noted that historically, there has been a drop off of parent response as students move from elementary to junior high school. In addition, there is definite concern for safety and security within and surrounding the school. The school planned to address safety provisions in and around the facility with the 75th Precinct and its community policing unit.

A Health Career Fair scheduled in May, was a time for students and parents to learn more about health careers and about the school's program. Community-based organizations within the district were represented at separate booths at the Health Fair on May 14th. For example, Consolidated Edison Company provided copies of its brochure that focused on vocational and career opportunities. Also available were buttons, souvenir cups, and complementary copies of Allied Health magazine's focus on minorities and health careers.

An orientation day for new students and parents was scheduled for August to include school staff and representatives from community based organizations.

Community Outreach

The school interacted with approximately eight community based health-related facilities, including Medgar Evers College Nursing Program, East New York Diagnostic and Treatment Center, the Education Development Center, and the community day care and

seniors' center where students do community service. These various organizations have had input into writing the curriculum.

The school's director of health visited various facilities as part of the production of a promotional videotape that was disseminated in the spring. The tape visually depicted several aspects of the health curriculum and school offerings. As a recruitment vehicle, it was shown at parent, community and civic group meetings.

The school cultivated spokespeople for the magnet program. Local community school board members were instrumental in speaking at community events and meetings encouraging parents to spread the word about the school. Also, a mailing was made to key city council representatives who could help promote the new magnet program.

Student Recruitment

To address the goal of reducing racial/ethnic isolation, one focus of student recruitment at I.S. 218 was the Hispanic/Latino population residing in the north end of the district. Also, the sixth grade Hispanic students who were enrolled at the school were a natural focus for recruitment.

The recruitment brochure, printed in both English and Spanish, was sent to several thousand parents. A newsletter was written by the principal and sent out to other principals for their awareness of the magnet program. Also, all district guidance counselors received an informational presentation and packet at a district meeting.

The principal reported that he was pleased with the student recruitment process; the school received over 125 responses to their informational brochure. Of that group, 36 parents responded to an OER questionnaire. Approximately 70 percent of the respondents heard about the magnet program through the brochure mailed to families, and 83 percent rated it useful or very useful in helping them select a school for their child. According to these parents, the theme of health and health careers and also the good academic reputation of the school were the most important factors in school selection.

The promotional videotape was well-received as a good summary of the magnet school intent. It was used for student recruitment at PTA meetings, at targeted elementary schools in the district, at sixth grade parent meetings, at community group meetings, and at the Health Fair. Also, flyers were circulated announcing the Health Fair, and an informational packet was available at the event.

Westchester Institute supplied sample application forms for review by the committee. The application was formulated in accord with the student selection criteria that the subcommittee had determined. Student selection did not focus on sixth grade academic performance but rather primarily on student behavior and work habits. The three components of selection were: a short guidance counselor evaluation of the student, a teacher checklist, and the application form which included a short written response by the student.

Parents and students were also interviewed by a small team including the principal and the health teacher. These interviews were scheduled after school hours to accommodate parents' schedules. The principal anticipated three additional classes in the fall and the need for new staff and sites for student apprenticeships. Eight special education students have been accepted.

Goals and Objectives and Self-evaluation

The plan for implementation of the magnet school was finalized by the plan writer in consultation with the school principal. Discussions with evaluators from the Office of Educational Research assisted the process of creating objectives that are measurable and reasonably attainable in the first year of implementation. OER also recommended that the plan describe a method for self-evaluation which includes interim assessments of the progress toward the year-end objectives.

Goals of the magnet program at I.S. 218 are to reduce racial isolation, establish a multicultural educational environment, and support academic growth in students of all ability levels. Specific and measurable objectives for 1994-1995 are that by June of that year the ethnic composition of the school will be in closer alignment with the district's ethnic composition; that the students in the magnet program will equal or exceed the total school population in number of major subjects passed; and that racial harmony will improve as measured by a decrease in reported incidents involving racial dissonance. Also, the school is

committed to maintaining documentation and evaluation of staff development and parent involvement efforts.

C.S.D. 26 / P.S. 186
Magnet theme: Communication & Technology

Background

P.S. 186 is located in Bellerose, Queens, which is an ethnically and economically diverse neighborhood situated near the Nassau border in Queens. Presently, one-third of the neighborhood's school-age children are opting to attend non-public schools. Reportedly, this is occurring because of the degree of racial and ethnic tension in the neighborhood schools and because the school is below average on indicators of academic success. The school is hoping that the Magnet School Grant will rekindle the neighborhood parents' interest in the district's schools and recreate a school population that is representative of the neighborhood.

P.S. 186 has a strong SBM/SDM policy so that interpersonal communication between and among the school administration and teachers is constructive and on-going. Also, the school has had an active interest in teaching communication skills through technology (i.e. computers). Staff from the school have received training from various colleges and organizations throughout the city in this area. Both these initiatives will serve as underpinnings of the State Magnet Grant program. The successful staff collaboration allows the flexibility and staff support necessary for a developing program and the academic initiative provides effective learning in relevant areas of education.

District Committee

The Magnet School Planning Committee for P.S. 186 includes the principal, three teachers, one librarian, five parents, the UFT chairperson, and a member from the Queens Children's psychiatric Hospital. Committee members from District 26 include the superintendent, the Director of Instruction and Professional Development, the coordinators of the Gifted and the Language Arts programs, and the school board president. The Committee has met regularly since the beginning of the 1993-1994 school year.

The district magnet grant planning committee has worked collaboratively with OER and the Westchester Institute as well as with school staff and community and professional agencies in order to develop their state proposal. The planning committee is enthused about the ideas and proposals that the discussion and planning about the state grant has generated. The approaches to education planned under the grant appear to have motivated all participants.

Theme and Curriculum Development

The theme of the school's State Magnet Grant is "Communication and Technology." The curriculum based on this theme will develop and strengthen students' communications skills through the use of computers. Through this approach, the school looks to concurrently teach effective reading and writing skills as well as computer skills. Additionally, the emphasis on enhanced communication creates the opportunity to develop skills that strengthen interpersonal relationships and understanding.

Examples of the specific ways this theme has begun to be implemented in the school includes the publication of a school newspaper, edited and printed by the students. Published authors will lead celebrations of the students' writings, and the regular curriculum will stress communication and technology themes.

Under the supervision of the school librarian, teachers are building library collections in their classrooms to support research into the various themes. These collections will equip each classroom with the resource material (e.g. books, lessons, software) necessary to teach the theme and curriculum developed for each grade. Additionally, the librarian is helping teachers to rearrange their classrooms so that the room is organized in a way that is more conducive to learning.

A "computer para" will be hired with funds from the grant to supply the technical assistance necessary to implement the use of computers and software necessary to teach basic academic skills through the technological medium. Cooperative learning programs at the school will be enhanced through workshops provided by specialists for the purpose of enhancing interpersonal relationships between all members of the school community and to enhance academic achievement.

Staff Development

Staff development in the service of the State Magnet Grant has been extensive at P.S. 186. Teaching staff have attended workshops at Teachers College in the development and practice of the curriculum mandated by the grant. Additionally, P.S. 186 has

a contract with Teachers College for technical assistance to implement the State Magnet Program. Also, the school has arranged for authors and illustrators to serve as mentors on this grant. These include an author, an illustrator, a poet and a newspaper reporter. Finally, P.S. 186 is the recipient of an artists-in-residence grant which they plan to coordinate with the State Magnet Grant. They are intending to develop a fine arts program that is consistent with the multicultural theme and that complements the communication and technological work advanced under the state grant.

Parent Involvement

Since the State Magnet Grant's inception parents have been involved in all decisions reached concerning the program's implementation. That is, they were involved in selecting the school, the theme and the approach used to implement the theme. This was done through information obtained in a parents' questionnaire sent to all P.S. 186 parents in September 1993 and through parents' participation in planning meetings. Additionally, parents are regularly informed about the changes in the school brought about by the grant through school newspapers, school flyers, local newspapers, (the local press has taken interest in this initiative) town hall meetings, an open house and regular notices and announcements.

Second, parent training workshops will be organized so that parents are informed about the new methods instituted under the grant. These workshops will inform parents how to help their

children with the homework assignments students will receive under the new curriculum.

Community Outreach and Recruitment Activities

Community outreach has occurred through the activities described in the parent involvement section. Student recruitment takes place through a "speakers team" established by the school. This team consists of students, teachers and parents that deliver a multimedia presentation of the school at various school related functions to stimulate interest in the school. Recruitment also occurs during school registration when parents are informed of their registration choices by the guidance supervisor.

Community outreach in the P.S. 186 model includes (1) the use of community agencies as participants in the program, (e.g. Queen's Children's Psychiatric Center which provides psychological counseling to students and psychological consulting services to the magnet planning committee) and (2) the use of community agencies and community groups to recruit students. Examples of the latter include participation in and presentations given at local property owners associations as well as the organization of "coffee klatches" in the homes of members of the community. Community outreach is being facilitated by providing easy access to information about the program for interested members of the community in the following ways: 1) The school hopes to install a special telephone number for the purpose of disseminating information about the program, 2) the principal will make himself available for parent tours of the school and

for individual meetings with parents about the program, and 3) parent involvement may include workshops on helping parents to be sensitive to a multiracial community.

An Open House was held on the afternoon of June 10, 1994 that was attended by parents and community members. This event was a celebration of the work done by the students with various authors and artists that came to visit the school during the year. The fifth grade conducted a multicultural survey that was sent to parents throughout the school in the PTA newsletter. Students interviewed respondents as to their experiences, e.g., why they came to the United States, etc. They were advised by a journalist in interviewing techniques. Students then published the results of this survey that indicated that 53 different nationalities are represented in the school's population.

A brochure advertising the school will be printed by the end of August and will be distributed to community members. Advertisements for the school will be placed in local banks.

Linkages to External Agencies

Many external agencies and community organizations are involved in the state magnet program at P.S. 186. These include Teachers College, Columbia University, which provides teacher training programs and curriculum guidance. The Queens TAC (Technical Assistance Center) at Queens College, Queen's Children's Psychiatric Center (QCPC) and the P.T.A. participate in the planning and development of the magnet grant. Other external activities include psychological counseling services

from QCPC, and consulting services from the NYC volunteer's program and local property owner's associations. "The Bayside Times" will continue regular coverage of the program's activities. In addition, Adelphi University has been affiliated with the school for the past two years. This affiliation has enabled the school to run a science center, speech and hearing program, as well as staff development workshops. The Rocky Hill Civic Association funds an extended day program at P.S. 186 through late afternoon and evening activities. Adults and students from elementary to high school age participate in Arts and Crafts activities, as well as sports programs. Adults and children alike are thereby afforded the opportunity for intergenerational and multicultural collaboration.

Admissions Planning

P.S. 186 reports that they have the facilities in place to manage the increase in enrollment they are anticipating under the State Magnet Grant. There is presently the physical capacity and teaching staff necessary to implement the program.

Evaluation

OER has been working closely with P.S. 186 in developing curriculum as well as objectives and methods of evaluation. Each strategy implemented to achieve the program's goals and objectives will be evaluated by appropriate measures. For example, pretest and posttest questionnaires will be used to assess changes in parent, teacher and student attitude toward the school as a measure of their level of involvement in the school.

Pretest and posttest data obtained from questionnaires may also be used to assess improvement in interpersonal relationships between members of the community. Records of parents, teachers and students' participation in the various components of the program will be kept along with their assessment of the effectiveness of these various strategies. Pretest and posttest data will be used to assess attendance and academic achievement.

Conclusion and Recommendations

Overall, P.S. 186 has utilized a number of agencies, including consulting services from the Board of Education, in order to plan its Magnet School program effectively. Recommendations include developing methods of self-evaluation in addition to utilizing already existing resources. For example, a parent questionnaire was developed by OER for the purpose of surveying prospective parents' interests and concerns in deciding whether or not to send their children to the Magnet school. This survey can be distributed at Open Houses and other recruitment functions.

DISTRICT 75, C.S.D. 21 / P.S. 128
Magnet theme: Multimedia Inclusionary

THE BROOKLYN STUDIO SCHOOL

Background

The Brooklyn Studio School is a proposed multimedia inclusionary intermediate school (grades six to eight). The site designated for the Magnet School is P.S. 128, located in the Bensonhurst section of Brooklyn. This elementary school will house the Brooklyn Studio School for its first year of implementation, although the two schools will be separate from each other. This location is a change from the original site of the Brooklyn Occupational Training Center (OTC), that was indicated in the Planning Grant. OTC may house the Brooklyn Studio School during its second year of implementation. P.S. 128 is not barrier-free, so that wheelchair bound District 75 students will not be eligible for admission until the school moves to a new site.

The inclusion goals of the Brooklyn Studio School involve reducing isolation due to ethnicity or disability. Table 6 presents the racial/ethnic composition of District 21 students, as compared to that of the students currently enrolled in the Brooklyn Studio School for the 1994-1995 school year. The neighborhood in which the Brooklyn Studio School is located has a higher percentage of White students than does the overall

district. The population of P.S. 128 consists of 61% White students, as compared to 50% for the entire district.

Table 6
Ethnic Distribution of Middle School Students
in District 21 and Students enrolled in the
Brooklyn Studio School

	Total	Native American	Asian	Hispanic	African-American	White
District 21 ^a	6825	.1% (N=8)	13.7% (N=935)	17.5% (N=1194)	18.7% (N=1275)	50.1% (N=3421)
Brooklyn Studio School	88 ^b	0%	12.5% (N=11)	14.8% (N=13)	21.5% (N=19)	51.1% (N=45)

^aAbstracted from Pupil Ethnic Census Data (April 11, 1994).

^bTotal includes general education (N=81) and MIS (N=7) students.

Approximately 10-12 percent of the student population will receive special education services. The specific breakdown for the seven MIS students who are enrolled (five MIS I and two MIS II) is as follows: Four Hispanic, two White, and one African-American. Three District 75 students who live in District 21 are enrolled, including one SIE I student who is White, and two African-American students (one SIE III and one SIE VI). The school intends to reach an ethnic balance that is consistent with the district's overall racial breakdown by year three, when students will have been admitted to all three grades (sixth through eighth).

The Brooklyn Studio School is a new school that will begin with the sixth grade class in its first year and expand to higher

grades in future years. The sixth grade will be divided into four classes of 25 students each, with an even distribution of general education, MIS, and SIE students. The total number of students will be divided into two groups. Each group will be assigned to two general education and one special education teacher who will use team teaching in their implementation of an interdisciplinary curriculum. One paraprofessional will provide support to both groups. Whenever possible, students with special needs will receive related services in the classroom rather than through pullout services.

District Committee

The District Magnet School Planning Committee consists of both District 75 and District 21 representatives on the administrative, school and parent level. Steering committee meetings are held every month. Each subcommittee has a co-chair from both districts.

A planning conference was held on April 11-12, 1994 at the Holiday Inn, Crowne Plaza. All committees were represented with members from both District 21 and District 75, along with district administrators and magnet school coordinators. The purpose of this retreat was to enable all those involved in the Magnet School planning process to create a unified vision for the school, as well as to translate that vision into actual plans. Representatives from the Division of Instruction and Professional Development aided participants in achieving these goals by facilitating small group discussions in which individuals

described what resources they could contribute to the Magnet School plan, what obstacles they could anticipate, and offered proposals for problem resolution. On the second day of the retreat, committee chairpeople met with facilitators to concretize their goals and to set deadlines.

Theme/Curriculum Development Committee

The theme of the school is **Multimedia** (e.g., video, computers, newspaper) that will be infused in all parts of the school curriculum.

A proposal was made to design the school in such a way that each classroom is a separate self-contained technologically equipped studio, rather than having a separate video room, computer room, etc. Instructional goals for the school are designed to be nontraditional in terms of classroom organization (e.g., elimination of row seating, changing length of periods), teacher role (i.e., facilitator vs. instructor), and assessment. As an alternative to traditional 45-minute periods, the school day will be divided into 22-minute modules. In this way, modules can be linked to extend the length of the classes, with enough time for special projects such as film or creative art.

Personal responsibility and empowerment will be emphasized for students, teachers, and parents. IEP's and behavior contracts will be developed for all students. Multimedia as well as multicultural and global themes, with an emphasis on citizenship, will be infused into all subjects. Foreign language instruction will begin in the sixth grade. In addition, conflict

resolution and values education along with training in conflict resolution, critical thinking, decision making, study skills, and time management will be included as part of the curriculum. A Co-Chair of the Program and Curriculum Development Committee envisions the school as being a model for the "classroom of tomorrow."

Staff Recruitment/Professional Development

The staff of the Brooklyn Studio School, consisting of four general education teachers, two special education teachers, and one paraprofessional have been hired. The selection committee was composed of two teachers, two administrators, and two parents, with one member of each group from District 21 and one from District 75. The Magnet School Coordinator from District 21 facilitated the decision making process. Parent input was also considered in choosing staff members. Professional development conferences were held in June. Topics included use of multimedia equipment and technology, education of special education students in general education classrooms, and alternative methods of assessment.

The curriculum committee compiled a training guide for teachers. This guide will provide a broad framework for teachers who will shape the curriculum to meet the needs of the individual children.

Parent Involvement

Parents of students from both District 21 and District 75 are represented on the Parent Involvement Satellite Committee.

This committee is responsible for supervising the distribution of information to parents in both districts. Members of the Parent Involvement Satellite Committee were significantly involved in planning, organizing, and running an Open House meeting held on the evening of April 18, 1994. At this Open House, the OER consultant for this Magnet school distributed a survey to parents. Of the total number of 25 parents surveyed, 88 percent found out about the Open House through the letter and brochure sent home with fifth-grade students in District 21. On average, parents rated the usefulness of the letter/brochure with a score of 4.0, on a scale from 1 to 5. Main issues that were important to parents in deciding to send their children to this school were: The Magnet program (84%), safety (60%), good academic reputation (52%), being in a school with students who possess a wide range of abilities (40%), and to be part of a multicultural environment (28%). Most parents (40%) reported alternative choices to enrolling their children in the Brooklyn Studio School as being other public schools in the district, as opposed to private, parochial, or public school/ gifted programs.

A telephone number for parent contact regarding concerns, has been set up. Some parent concerns include shared lunchroom and gym time due to the Brooklyn Studio School being housed within P.S. 128; how moving after one year will affect students; and conflict between the Brooklyn Studio School and Cavallaro, another Magnet middle school within the district that is using the theme of Media and Communication Arts. The Brooklyn Studio

School is designed to differ from Cavallaro in that each classroom will be a studio, as opposed to having a separate TV studio, printing shop, radio station, etc.

The Parent Involvement Satellite Committee is organizing a Parents' Association consisting of both District 21 and District 75 parents.

Community Outreach and Recruitment Activities

An Open House for prospective parents was held on the evening of April 18, 1994 at P.S. 128, the temporary host school for the Brooklyn Studio School. Representatives from each committee attended and answered questions.

Flyers informing parents about this event, along with brochures and applications to the Brooklyn Studio School were sent home with all fifth grade students in District 21. A mailing with the relevant information was also sent to parents of District 75 students living in District 21. Another set of brochures and applications were sent home with the fifth grade students after the Open House. All materials were translated into the native languages of community residents. The principals of the schools were responsible for distribution and collection of the materials. Flyers were posted in local libraries throughout the district in various languages.

Admissions Planning

Students from the fifth-grade graduating class of P.S. 128 were given the opportunity to attend the Brooklyn Studio Middle School next year, thereby remaining in the same building. About

thirty-six have chosen to do so. The remaining number of slots necessary were drawn by lottery from the application pool.

Linkages to External Agencies

The Brooklyn Studio School has contacted Teacher's College, Hofstra University Film and Media Studies Department, and Hubley Productions to provide technical support in professional and curriculum development, as well as use of media in the classroom. In addition, an organization called Resources for Children with Special Needs will provide resources for parents in the form of connections to community-based organizations and training in issues related to disability. The Midwood Development Corporation, a community-based, not-for-profit organization, founded for the purpose of stabilizing and enhancing the local community, has also been contacted to provide technical support and assist in community outreach and publicity efforts.

Evaluation

At the April 11-12 retreat, representatives from the Office of Special Programs distributed a survey that asked participants to evaluate the sessions by noting the new ideas that they acquired, questions that were raised in their own minds, the actions that they were encouraged to take and the feelings that they experienced. The results of this survey are currently being compiled.

OER staff members discussed program goals and objectives with the Magnet School Coordinator from District 75. OER worked with the staff of the Brooklyn Studio School to provide

assistance in defining evaluation measures for purposes of assessing progress during the 1994-1995 academic year.

Conclusion and Recommendations

In general, the Brooklyn Studio School has demonstrated a successful planning process. The school's accomplishments are particularly commendable considering the large number of staff members, from different divisions within the Board of Education, that are required to work together to implement this huge project. In addition, it should be considered that the school had particular obstacles to overcome, such as being housed within a local elementary school, as opposed to having its own building. Recommendations include training administrators and staff in defining measurable goals for the purpose of program evaluation.

III. IMPLEMENTING MAGNET SCHOOLS

C.S.D. 6 / I.S. 218

Magnet Theme: Building A Community

THE SALOME URENA DE HENRIQUEZ SCHOOL
THE SALOME URENA MIDDLE ACADEMIES (SUMA)

Background

I.S. 218 is located in Community School District 6 in the Washington Heights-Inwood area, which suffers from high rates of poverty, drug activity, and crime. The school building, which opened in February, 1992, was collaboratively designed by architects from the Board of Education, the School Construction Authority and the Children's Aid Society to function as a full-service community school. I.S. 218 operates as a middle school in accordance with the Carnegie Council on Adolescent Development Report, Turning Points, 1989. The school is organized into five middle academies. The academies are: The Business Studies Academy, The Community Service Academy, The Academy of Mathematics, Science and Technology, The Expressive Arts Academy, and the newly established Academy of Ethics and Law.

I.S. 218 as a community school, incorporates an in-house health and dental clinic and extended-day program in conjunction with the Children's Aid Society. The school is a pilot site for the Bank Street College of Education's community based multicultural program. Recently, it has been named a Carnegie Foundation School.

Magnet School Planning

The Steering Committee and the district supported Compact for Learning Committee are composed of school administrators, teachers, parents and representatives from affiliated organizations. These committees oversee curriculum and school issues in addition to the formulation and revision of a New York State required annual school plan. Coordination of school-wide and middle academy activities is done through cooperative management, consensual decision-making, and flexible scheduling. The principal is the overall manager/coordinator of the five magnet school academies and school-wide activities. He works closely with the facilitator of each academy on an individual basis as well in a group that functions as an administrative cabinet. The academy facilitators work together with teams of teachers in each academy.

There are 10-15 teachers per academy, with the exception of Ethics and Law, which has five teachers including the facilitator. Each academy is located on a single floor in the five floor building. All academies have an advisory group composed of staff, parents, students and community representatives who provide direction and support in curricular and thematic goals. In each academy, a teacher functions as a Parent Involvement Coordinator (P.I.C.) and is responsible for coordinating parent workshops in conflict resolution and peer mediation. A core group of parents forms an academy advisory committee and meets weekly and bi-weekly to discuss and convey

academy issues and concerns to academy facilitators. Student conflicts are resolved through academy-based peer mediation groups.

The academy teaching teams develop and manage interdisciplinary curricular goals. To achieve programmatic harmony with other academies and school-wide activities, teams use collaborative planning, flexible scheduling, and cooperative learning in heterogenous groups. Students, parents, and representatives from a substantial number of community organizations, local businesses, corporations, educational institutions, and private foundations connect to all levels of this cooperative management structure. Planning meetings were held twice a month for the school steering committee and once a month for academic departments, faculty conferences and funded programs.

Theme and Curriculum

Overview.

SUMA theme is Building a Community. The school has established five middle academies involving students in all grades levels. The academies integrate regular curricula with the experiential and interdisciplinary curricular goals and themes developed for each academy. The academies are inclusive having special education and bilingual components for all grade levels where needed. Each student is assigned to a teacher/advisor who remains in that capacity throughout the

student's middle school career. The staff and teachers emphasize a whole-child approach to learning and assessment.

Academy activities and programs are designed around adolescent interests and needs. This is done to encourage students to actively participate in school activities and to learn through desk and experiential study methods the skills necessary to be productive members of the community. Through the extended day program, students from the different academies are able to participate in courses and activities offered by the other academies. Parents also can participate during this time in regular academy programs as well as in programs specially designed for them.

Academies

The Business Studies Academy (B.S.A.-314 students) combines specialized courses in business, economics, business Spanish, and business simulation software. Students are given direct entrepreneurial experience and apprenticeships in an academic program designed to build work related knowledge and skills and provide opportunities to explore future career paths. Students are regularly provided with opportunities to explore a variety of careers through classroom speakers, visits to businesses and corporations, Junior Achievement programs and Career Day activities. Students actively engage in small, profit-making and non-profit enterprises or services with the support of parents, teachers, local business people, and corporate executives.

Ongoing student-run enterprises include an advertising agency, a chocolate sales firm, a nursery and plant sales company, a T-shirt design, print and sales enterprise, a budding cookie manufactory and sales company, and the SUMA Store, which operates as a commercial enterprise. The Academy is affiliated with the National Foundation for Teaching Entrepreneurship and the Children's Aid Society (N.F.T.E./C.A.S.) entrepreneurship program and other commercial associations (3), foundations (2), corporations (10), and educational institutions (3). These affiliates provide monetary support, a variety of educational resources and apprenticeships to the academy and its students. Noteworthy among corporate support are the mentoring and tutoring services provided by the companies Davis, Polk, Wardwell, J.P.Morgan, and the job-shadowing program sponsored by the Washington Heights Inwood Development Corporation. B.S.A. is a New York State Workforce Preparation Pilot site.

In 1994 and through 1995, B.S.A. will receive additional consultation, technical and financial support, and staff and student leadership training from the Micro Society and the Work Achievement Values and Education Organization (W.A.V.E). Both programs are private agencies funded by the Workforce Pilot grant administered by the New York State Education Department and funded via the New York State Division of Labor. The Micro Society, a national program that runs in-school micro-societies, is assisting the B.S.A. to increase enterprise connections and move the academy's business component forward. W.A.V.E is

providing support for B.S.A's advisory component as well as its business enterprises.

The Community Service Academy (C.S.A.- 357 students) blends an academic program with community problem solving and service learning projects around theme of change and advocacy. A team of 15 students works with a C.S.A. teacher to design community service projects. Each team or community service advisory group is sponsored by a community organization that supports the group's goals. During the school day, blocks of time are structured for community service work, reflection on activities accomplished, and academic guidance. Student advisory groups and parents meet bi-weekly to develop agendas for community service, conflict resolution, and issues around adolescent sexuality. There also are 90 minute, bi-weekly meetings of interdisciplinary teams of C.S.A. teachers.

There were 24 service projects in operation during the school year. These projects included: teaching reading, mathematics, and language games in neighborhood day care centers and elementary schools; conducting a cross-cultural communication program where students and teachers teach Spanish to area police officers and work to improve police-community relations; designing and painting neighborhood murals; holding health and immigrant rights workshops for recently arrived immigrants; petitioning the Transit Authority to improve the 191st Street subway tunnel; and working with senior citizens in activities ranging from basketball games to improving literacy skills.

Recently C.S.A. sponsored activities for parents included a tenant rights workshop and a workshop that trained parents to help their children read better.

Also this year, the Community Service Academy's humanities teachers have begun to work with the Bank Street College's Citylore program to develop curricula to increase intra- and intergroup communication through oral histories and folk art. Similarly, the C.S.A. works with the American Dream program and uses cultural and folk arts, especially oral histories, to enhance multicultural communication.

The Academy of Mathematics, Science and Technology (M.S.T.-243 students) is an interdisciplinary academic program which features teacher-student investigatory teams and a project-oriented curriculum. M.S.T. integrates cooperative action groups, multi-media computer technology and telecommunications with inquiry based study, intensive research, and critical reflection. M.S.T. offers an accelerated math program including the ninth grade New York State Regent's curriculum in the eighth grade. Students are assessed through evaluation of their portfolios, projects, group interaction, and presentations.

Enrichment programs include ecological studies of Inwood Park, a student-operated recycling company, and energy studies in collaboration with Con Edison. During the spring semester, M.T.S.'s debate team competes in district and city-wide debates. During the extended day program, students can participate in nature exploration, help run an environmental newspaper that is

distributed to the school and community, develop computer skills in the computer lab, practice and tutor advanced math skills at the Math Club, and create sophisticated exhibits of electronics, aerodynamics, and simple machines. The Math, Science and Technology Academy will pilot the New York State Department of Education's Math, Science and Technology Frameworks and develop an appropriate curriculum for these subject areas. M.S.T. is affiliated with the Manhattan Unit of the Parks Department and the N.Y.C. Parks Alliance.

The Expressive Arts Academy (E.A.A.-316 students) merges the regular curriculum with specialized instruction in drama, music, dance, radio, television and creative writing, through a single interdisciplinary theme such as "the Family." Instruction leads to presentations and performances in which both students and their parents participate. During the past two years, the Expressive Arts Academy has established relationships with the Bronx Arts Ensemble and the Children's Art and Science Workshop to integrate art into the academy curriculum and extended day program. The E.A.A. has a chorus and drama club and regularly holds workshops, shows and retreats.

The Ethics and Law Academy (E.L.A.-127 students). This newly established academy is building a law and social problems curriculum. The structured, inquiry-based ethics curriculum is supplemented by a literature based component and is designed to provide students with a realistic assessment of law, community and social problems. Students will be required to critically

examine legal problems related to social issues and learn the diverse methods of problem solving and conflict resolution. The Ethics and Law Academy is collaborating with the Community Service academies on cross-cultural issues and are both working to develop a parent education component on law enforcement.

This year the E.L.A. established a relationship with Legal Outreach, Inc. and is planning an adopt-a-class program with the State Attorney General's Office, and the New York Bar Association. Parents have been recruited as volunteers. Parent workshops held so far include Section 8 housing workshops, and citizenship and naturalization workshops for immigrant parents.

Staff Recruitment and Development

Staff is fully in place. Recruitment was based on one third union transfers from within the district, one third from city-wide transfers, and one third from the principal's cabinet selection of candidates sent from the N.Y.C. Board of Education's Office of Staffing. In addition to special workshops, SUMA has a comprehensive staff development program in instruction and curriculum that is held once a month. Staff development topics and activities include: using reading materials in the classroom; ESL in the content areas; DRP strategies; teaching parents how to help their children read; using folk arts in education; using the library for integrating classroom literature; in depth business curriculum development; setting up advisories with affective and business components; new teachers training in time management, behavior management, lesson planning, and curriculum planning;

sharing materials between new and experienced teachers; peer and group observations; anti-racism; mapping prep time; unit and lesson planning; and curriculum development and ESL training in six to eight week cycles for individual staff members.

Weekend retreats are held twice a year and cover such topics as interdisciplinary planning, discipline with dignity, multiculturalism, and affirming diversity. District based turnkey training and teacher trainers from Bank Street College of Education and Fordham University also provide staff development on a continuing basis.

Parental Involvement

As a full-service community school, SUMA strives hard to involve parents in school goals and activities. As described above, the academies develop parental components that parallel academy programs or activities. The in-house dental and health clinic provide needed health services for parents and students in a convenient location. The extended day program has a number of activities where student, parents and teachers cooperatively learn and interact. Practical workshops, courses, and projects in Spanish and English produce an encouraging and stimulating environment for community members. Parents also plan and organize cross-cultural workshops for improving parent-police relationships and for studying how institutions in the Washington Heights/Inwood area interact with children.

Parents are kept abreast of upcoming events by newsletters, newspapers and flyers in English and Spanish produced by the

general office and by each of the academies. Academy Advisory Parent Conferences (A.P.C.), where students' academic progress is discussed with parents, are reported to be well attended. The assistant principal/facilitator of C.S.A. reported that 90 percent of the parents attended this academy's A.P.C.'s. In addition, parents participate in school planning and activities through I.S. 218's Steering and Compact for Learning committees, the Parents Association (P.A.), and Parents Advisory Council.

Student Recruitment Activities

Parents of prospective students and fifth grade students are introduced to SUMA through school printed materials for each academy and oral and video presentations at SUMA and feeder schools. Efforts are made to recruit from a Russian immigrant population residing in the district. In addition to advertisements in the local newspaper (The Washington Heights/Inwood News), parents of prospective students are informed through the Northern Manhattan Partnership, the Young Men's Hispanic Association (Y.M.H.A.), the Young Women's Hispanic Association (Y.W.H.A.), the local Community Planning Board and by word of mouth.

Currently, the Community School Board has maintained I.S. 218 as a zoned school. The feeder schools in the zone (P.S. 152 and P.S. 189) do not have a significant number of African-American students and therefore, I.S. 218 is still not representative of the district's ethnic composition. The District 6 Zoning Committee and I.S. 218 suggested to the

Community School Board to allow district-wide recruitment and proportional seating for under-represented populations.

On May 17, the school board decided that a portion of P.S. 5's population will be allowed to attend I.S. 218 based on a partial re-zoning. The school board also voted to allow enrollment from outside I.S. 218's zone if there are seats available. However, at this time, open enrollment does not seem to be a viable way to recruit students because the school is already over-utilized and does not have enough space for incoming students from existing feeder schools.

Admissions

Since I.S. 218 is a zoned school it receives students from appointed feeder schools (P.S. 152, P.S. 189, and beginning in the 1994-1995 school year, P.S. 5). Admission applications are readily available in English and Spanish and are used to assign students to the different academies. The application briefly introduces I.S. 218 and each academy (E.L.A. is not yet included in the application). To select the academy one desires to attend, the parent/student checks the boxes next to the academy introductions in order of preference and signs the application. The application is also a pledge to uphold school requirements and procedures for attendance, assignments, tests, class work, personal behavior, cooperation and participation.

After applying, parents and students meet and cooperatively work with teachers to find the best academy placement for the students. Among other conditions, available seats in the

academy, past academic achievement, and student and parent motivation are important factors used to assign students to an academy. Teachers make considerable effort to provide placement that satisfies both parents and students. District and school administrators reported that there have very few complaints about the admissions process.

Technical Assistance and Self-Evaluation

In addition to the many organizations mentioned above that support the middle academies, I.S. 218 receives technical assistance in lesson planning, instructional methods, curriculum development, implementation, professional development, and needs and performance assessment from the District 6 Office, the Bank Street College of Education, Fordham University, Legal Outreach, Inc., Joint Council of Economy, Junior Achievement, Classroom, Inc., Con Edison, and the Carnegie Foundation. Fordham University is conducting a 10 year longitudinal study of I.S.218. During the past two years the Westchester Institute of Human Services Research, Inc. assisted in articulating the school with the community and is in the process of trying to arrange a middle school conference in New York City.

Measurable objectives and self-evaluation procedures have remained as stated in the State Magnet School Initiative Plan (1992). I.S. 218 planned to increase majority enrollment, improve academic achievement in math and reading and increase school attendance. These objectives are to be evaluated by comparing the baseline school year (1991-1992) Pupil Ethnic

Census, DRP scores, spring CAT scores, and average daily attendance with succeeding years (see below).

Academy self-evaluation is on-going through various planning meetings with academy facilitators, and teachers and students in consultation with the Principal. Further evaluation is done by the Steering and Compact for Learning committees through the examination of the effectiveness of program activities in achieving overall academy thematic and curricular goals. Teachers preference sheets are used to gauge teacher program interests and goals. The Carnegie Foundation is producing a performance assessment instrument for the school.

Evaluation of Magnet School Objectives

I.S. 218 magnet school short-term objectives are outlined below. I.S. 218 planned to increase non-minority student enrollment to 3 percent by June, 1993 and to 8.2 percent by June, 1997. The table below presents a comparison of the racial/ethnic composition of I.S. 218 for the school years 1991-1992, 1992-1993, and 1993-1994.

Though I.S. 218 did not reach its ethnic composition goal for 1993, it is not an unexpected result given the constraints on district-wide or out-of-school zone recruitment. Also, since the I.S. 218 student population has been drawn solely from its two zoned feeder schools, both of which have predominantly Hispanic populations, the Hispanic student population has consistently increased. The white student population doubled along with the doubling of the student population and this population has been

maintained through the 1993-1994 school year. Proportionately, there has not been an increase in white students, but the gain and maintenance of white students in a predominantly Hispanic school underscores the attractiveness and effectiveness of the magnet school academies. The same reasoning applies to the modest gains that have been made in increasing and maintaining Native American and Asian students.

Table 7
Three Year Comparison of
Racial/Ethnic Composition at I.S. 218

<u>RACE/ETHNICITY</u>	<u>1991-1992^a</u>		<u>1992-1993^a</u>		<u>1993-1994^b</u>	
	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>
Native American	0	0%	5	.2%	3	.2%
Asian	6	1.6%	18	1.6%	17	1.3%
Hispanic	501	86.2%	1062	92.8%	1237	93.6%
African-American	69	11.9%	48	4.2%	55	4.2%
White	5	1.0%	11	1.0%	10	.8%
Total	581		1144		1322	

^aAbstracted from the I.S. 218 School Profile (1992-1993).

^bAbstracted from the Pupil Ethnic Census (April 11, 1994).

Beginning in the 1994-1995 school year, additional African-Americans will enter due to the previously mentioned partial rezoning of P.S. 5. However, since the school utilization rate is currently over 96% and will continue to increase, there appears to be little room for significant additional gains without sacrificing placements for the locally zoned student population.

By June 1994, I.S. 218 planned to increase 75 percent of the students' advanced skills of comprehension by at least one NCE point as measured by the Degrees of Reading Power (DRP). However, by June, 1993 47.7 percent of the students increased their DRP scores by one or more NCE points.

I.S. 218's objectives for mathematics improvement was to increase 75 percent of the students basic and advanced math skills by at least one NCE point by June 1993 as measured by the total math scores of Spring 1993 Metropolitan Achievement Test (MAT) and the California Achievement Test (CAT). As of June 1993 53.2 percent of the students increased their mathematics scores by one or more NCE points. Based on its own criterion the school did not meet its academic goals.

I.S. 218 's attendance objective was to increase average daily attendance by 2 percent by June 1993. Table 8 compares average attendance at I.S. 218 during the years 1992, 1993, and 1994.

Table 8
Three Year Comparison of Average Attendance
for General Education Students at I.S. 218^a

	1991-1992	1992-1993	1993-1994
GRADE	%	%	%
ALL GRADES	92.3%	88.9%	90.1%

^aAbstracted from the School Profiles.

The attendance rate increased from 1992-1993, and was maintained above both the district average (88.6%) and the chancellor's minimum average attendance rate of 85%.

Conclusions

Overall, this magnet school is fully operational and continues to develop. I.S. 218 has the administrators, staff, teachers, facilities, and linkages to community and external agencies for staff, student, educational, social, technical, and financial support necessary to continue its magnet school program far beyond the final year of support by the New York State Department of Education Magnet School Initiative. I.S. 218 did not meet its academic goals in reading and mathematics, although it did maintain attendance above the minimum for general education students. There will be some difficulty in gaining a representative White and African American population. However, the District 6 Zoning Committee and I.S. 218 are committed to correcting this matter by working with the Community School Board to find the necessary and appropriate recruitment procedures.

C.S.D. 21 / I.S. 281
Magnet theme: Media & Performing Arts

The Joseph B. Cavallaro School for Media and Communication Arts

Background

The Joseph B. Cavallaro Magnet School for Media and Communication Arts is a middle school located in the Bensonhurst section of Brooklyn. The completion of the 1994-1995 academic year marked the end of the school's second year of implementation of the Magnet program. The school is located in a neighborhood that has experienced much racial tension. The school has 14 special education classes (12 MIS, two SIE) and 14 ESL classes (6 sixth grade, four seventh grade, four eighth grade), as well as one Chinese-English Bilingual class. The four SIE students (two SIE I and two SIE VII students) attend the school as part of an inclusion program with District 75. They are accompanied by appropriate teacher and paraprofessional staff. The student body is composed of students from over 40 countries, including Pakistan, Burma, Thailand, Korea, Vietnam. The Magnet program involves the entire student body, including the special education students.

District Planning

Cavallaro has a School-Based Caring Committee consisting of administrators, parents, students, and teachers, as well as district office personnel that meets five times a year.

Cavallaro is part of a pilot project in District 21 to implement School Based Planning and Shared Decision Making. Teachers and parent representatives will choose three general goals (e.g., security, academic achievement, etc.) that the committee will work toward during the 1994-1995 school year. The school hopes to involve students on this committee, even as nonvoting members.

Theme/Curriculum Development

The theme of the school is Media and Communication Arts. The program includes a TV studio, computers, radio broadcasting, creative writing, journalism, desktop publishing, music, dance, and drama. The goal of the Magnet Initiative is to advance the entire school technologically.

Students who choose TV studio as their talent minor are trained during the seventh grade in production skills including videotaping and editing, in a state-of-the art TV Studio. In eighth grade, students are responsible for videotaping school functions and activities, such as assemblies, and creating candid shots for a video yearbook. Many tapings take place within the studio itself. For example, the drama class might go to the studio to be taped while doing a reading. Currently, TV monitors are located in the auditorium, library and cafeteria. The schoolwide PA system is utilized by radio broadcasting students who are responsible for announcements. One goal of the school is to install monitors in all classrooms to enable students to learn in smaller group settings.

In the seventh grade, students who choose the Desktop Publishing talent minor learn about the historical development of printing beginning with the period before movable type. Then, students learn about handset type and obtain hands-on experience in printing both black and white and color business cards, etc. Students then move on to computer graphics and are able to appreciate the technological capabilities of the computer, as compared to printing by hand. Eighth graders are responsible for printing the school newspaper, The New Image, approximately every three weeks, as well as all flyers or brochures for the school, e.g., the district Magnet school brochure. Articles for the school newspaper are edited by students who have chosen journalism as their talent minor. These students have also completed editing their printed yearbook. As part of the Magnet School, five new Macintosh computers that are equipped for desktop publishing were purchased. In addition, a camera that takes pictures onto a disk was obtained. The disk can be read by the computer or VCR.

As part of Computers class, students communicate by computer with other students enrolled in a Bronx school. Students from both schools are scheduled to meet each other in person in the near future.

A new Dance Studio was built as part of the Magnet school. Participation by both male and female students is encouraged. Students perform for community organizations and at school functions. The curriculum is often tied to other subjects such

as language arts, e.g., performing Alice in Wonderland, or Shakespeare.

The ESL program serves to infuse much of the multicultural curriculum into the school at large. ESL classes meet for five pull-out periods, or over three hours a week. An educational assistant works individually with less capable or newly arrived students, and also serves as a resource for general education teachers. Cooperative learning enables more advanced peers to tutor less advanced ones while at the same time strengthening their own skills. A number of times during the year the students in this program sponsor a multicultural celebration to which the entire student body is invited. In addition, students write reports about their home countries, as well as the United States, and share these projects with the entire class.

A Brotherhood Museum, located in the lobby of the school building, displays different multicultural and Magnet themes each month, e.g., ancient cultures, media.

Plans for the future include computerizing the science laboratory, and using the sixth grade core curriculum as the foundation for implementation.

Staff Development

The organization of many of the homeroom classes in Cavallaro is experimental. The sixth grade classes are grouped into teams, or pairs, so that each teacher is responsible for teaching two different subjects (Math-Science/ Social Studies-English) to two different classes of approximately 30 students

each. This contrasts to the traditional middle school structure in which teachers instruct one subject to four to five classes. Using this structure, the teachers have much more free time for curriculum/theme development, workshops, etc. In addition, since they teach only 60 students, as opposed to 120-150, they have the opportunity to form closer relationships with their students. The sixth grade is composed of two honors, two special education, and eight classes in which students are heterogeneously grouped in terms of academic levels.

In the seventh grade, only two of the classes are paired, one being an honors class. In addition to providing the teachers with more time and fewer students, this organization allows cooperative learning so that stronger students can assist weaker ones through working on projects together. The third type of pilot structure is the pairing of a seventh and eighth grade class. Most of the pilot organization has taken place in the sixth grade and was in progress of being organized in the 7th-8th grade.

Teachers meet once a week to develop themes and curriculum. Teachers choose a different theme for each quarter. Two staff developers for general education are available in the school three times a week to assist faculty members. One staff developer for special education is also available on a part time basis. Some examples of workshop topics are values orientation, cooperative learning, and handwriting. A conflict resolution curriculum is also being developed. In addition, one teacher was

sent to a week-long training seminar on the topic of using the computer as a teaching tool. This teacher will then train others in this skill.

Plans are being made to upgrade the faculty room, e.g., adding computers, so that teachers will feel more comfortable and have more facilities to aid them in curriculum development.

Foreign language teachers are currently developing a plan to work together on projects for all classes that are members of a cluster so that all classes are equally prepared in the same material for the following school year.

Parent Involvement

Cavallaro has a School-Based Caring Committee consisting of administrators, parents, students, and teachers that meets five times a year. Parents are represented on numerous school committees, including the School-Based Caring Committee (Magnet Planning Committee), a Chapter 1 Advisory Committee, Pupil Personnel Committee, as well as individual committees that deal with concerns such as discipline, child abuse and school safety.

In addition, the PTA is very active and has become even more so since the implementation of the Magnet program. The president is informed of all Magnet school activities and passes on that information to parents at monthly PTA meetings. Separate meetings for parents of students in ESL are held on a monthly basis as well.

A "Safety Survey" was recently distributed to all parents of the school to determine their concerns and suggestions regarding

school safety. The responses from a total of 53 parents will be used to address these issues. A proposal has been made to begin a group counseling program for parents. Questionnaires will be distributed to parents to obtain feedback as to whether parents feel that they would benefit from such a program.

At the Open House held on May 24, 1994, the OER consultant for the school distributed a parent survey. Out of a total number of 32 parents surveyed, most (53%) found out about the meeting through a letter and/or brochure sent home with their fifth-grade child. On average, parents rated the usefulness of this letter/brochure with a score of 3.4 on a 5-point Likert scale. Main issues that were important to parents in deciding to send their children to this school were: 1) Good academic reputation (69%), 2) the Magnet program (56%), 3) safety (47%), 4) closeness to home (38%), and 5) being their zoned school (31%). Parents were most likely to select other public schools in the district as alternative choices, rather than private or parochial schools.

Community Outreach

Cavallaro sponsors an Annual Thanksgiving Dinner in which (for a minimal fee) community members are invited to a meal cooked by the staff. Students participate as well. Members of the dance studio and the Chinese-English Bilingual class performed at last year's dinner.

Cavallaro is a member of the Council for Unity. In addition, the school has a partnership program with I.S. 218

(CSD 19) in which interested students visit each others' schools 10 times during the year in an effort to promote multicultural awareness. Students are currently involved in preparing an anti-prejudice commercial.

Cavallaro has a police liaison from the 62nd precinct who, in addition to monitoring arrivals and dismissals, meets with students to encourage positive behaviors and discourage negative behaviors such as graffiti and stealing. The school also has a liaison from the Community School Board who participates in school activities and listens to parents' suggestions for improvement. The Federation of Italian American Organizations provides funding for after-school and summer programs (e.g., reading, math).

One hundred and fifty Cavallaro students are members of the Council for Unity. In addition to guest speakers and trips that promote multicultural awareness, students are involved in community outreach programs such as regular nursing home visits and "adopt a grandparent."

Recruitment Activities

During the course of the school year, teachers and students visit feeder schools in Districts 20 and 21 in order to describe Cavallaro's program and present a promotional video. The principal visits two of these feeder schools often during the school year. She also makes a presentation about the school once a year at one of the monthly meetings of all Parents Association Presidents in the district.

In May Cavallaro held a Performing Arts Night that was open to elementary school children and their parents. Diverse student talents were displayed including drama, music and dance, as well as a sign language chorus.

An Open House for prospective parents and students, advertised in local newspapers, was held on Tuesday, May 24, 1994 from 6:30 - 8:30 P.M. About 50 parents and students attended. Visitors had opportunities to meet with teachers, administrators, and support staff, as well as to view student projects in all subjects (e.g., Science, ESL, and other special programs). They were also given a tour of the school's TV studio. The Eighth Grade Ballet and the Sign Language Chorus performed. Parents then had the opportunity to ask questions of the principal and teachers and to view an informational video that was produced by students in the TV Studio. In June, local elementary school students were invited to the school's carnival and were also given a tour of the building. In general, the school has an open door policy so that individual prospective students can make appointments at any time to tour the school. As per the suggestions of the school's teachers, day-to-day school activities will be advertised in local newspapers in order to publicize the school's program.

Linkages with External Agencies

A number of outside agencies provide technical assistance, including Brooklyn College which provides computer technical

assistance, and Kingsborough Community College which provides assistance in Magnet Program development.

Admissions Criteria

General admission to Cavallaro is open to all. Students scoring below the 40th percentile on the English reading test are admitted to the ESL program. Since the Magnet implementation, two additional sixth grade ESL classes have been added to reach a total of six for the grade. Admission requirements to Cavallaro's Honors program, known as the Cavallaro Scholars Academy, include teacher recommendations, parents' interest in enrollment, as well as a required essay that is judged based on its Civic theme content. Enrollment into the program is flexible even during the school year, as students who score higher than 85 in every subject can move into the Honors classes at the end of the first or second marking periods, and then have another opportunity to do so at the end of the school year. Likewise, students who are enrolled and who do not meet the academic standards have until the second marking period to switch out. Currently, Cavallaro has two Honors classes on the sixth grade level, three on the seventh grade level and two on the eighth grade level. For the 1994-1995 academic year, two more Honors classes will be added. The eighth graders take Math (Sequential 1) and Earth Science Regents exams. During the 1992-1993 academic year, Cavallaro was the only school in District 21 in which 100% of the students who took the exams passed them.

At the beginning of the school year, students in each grade are assembled in the auditorium to get information regarding the different media and communication programs that are available. The assistant principal and teachers describe the different "talent minors." At the end of this assembly, students fill out applications indicating the three areas of media that most interests them. As part of the application, students have to provide a reason for their choices. Teachers then choose the students out of the pool of applicants, while maintaining an even distribution of academic levels. All students can also choose computers and dance (as part of gym) in addition to their "talent minor."

The sixth grade class is the source of much of the curriculum development. During this year, students take an Introduction to Media class in which they are introduced to basic media terminology and concepts. Students may find the new media terminology somewhat overwhelming, but quickly adjust, especially as they pursue a specialty that interests them.

For the 1994-1995 academic year, a change regarding student selection of areas of specialization will be implemented. Instead of students choosing a "talent minor" at the beginning of sixth grade, they will be exposed to all areas during that year, including music, art, dance, chorus, band, media, computers, and science lab. Then, in the following year, in the seventh grade, students will choose a "talent minor."

Evaluation Data on Integration and Academic Outcomes

Ethnic Composition. Enrollment in Cavallaro has increased by approximately 200 students since the implementation of the Magnet School program in the 1992-1993 academic year. The structure of the school changed from a traditional Junior High School (7th-9th grades) to that of a middle school consisting of grades six through eight, as of September 1992. Table 10 compares the ethnic composition for the district and school for the past three academic years. As of the end of the second year of implementation (April 1994), the school's reached their goal of matching its ethnic composition more closely to that of the district, as compared to the beginning of the first year of implementation (October 1992). A particular increase is noted for Asian and White students (especially Russian).

Academic Goals. Reading scores for the 1992-1993 academic year went down the least of any middle school in the district. Cavallaro is now tied for fourth place in the district. Math scores for the same academic year improved more than any other middle school in the district. Members of the faculty and administration analyze reading and math scores by specific content areas so that particular skills that need improvement can be targeted. Appendix C indicates that the number of students who scored 50 NCE points or above on the CAT and DRP tests increased from 1992-1993 to 1993-1994, except for the eighth grade CAT scores.

Table 9
Three-Year Comparison of
Racial/Ethnic Composition at I.S. 281

	1991-1992 ^a			1992-1993 ^a			1993-1994 ^b			I.S. 281 Honors Program
	CSD 21	I.S. 281	% DIFF	CSD 21	I.S. 281	% DIFF	CSD 21	I.S. 281	% DIFF	
NATIVE AMERICAN	.1% (N=9)	.2% (N=2)	0.1%	.2% (N=12)	0% (N=0)	-0.2%	0.1% (N=8)	0.1% (N=1)	0%	0%
ASIAN	13.0% (N=910)	15.6% (N=144)	2.6%	13.5% (N=905)	14.6% (N=138)	1.1%	13.7% (N=935)	15.3% (N=172)	1.6%	24.1% (N=57)
HISPANIC	18.0% (N=1258)	19.7% (N=182)	1.7%	18.9% (N=1263)	24.7% (N=233)	5.8%	17.5% (N=1194)	18.5% (N=208)	1.0%	10.1% (N=24)
BLACK	19.1% (N=1340)	19.1% (N=177)	0%	19.5% (N=1308)	19.2% (N=181)	-0.3%	18.7% (N=1275)	17.8% (N=201)	-0.9%	6.3% (N=15)
WHITE	49.8% (N=3485)	45.4% (420)	-4.4%	47.9% (N=3211)	41.5% (N=391)	-6.4%	50.1% (N=3421)	48.4% (N=545)	-1.7%	59.5% (N=141)
TOTAL	7002	925		6699	943		6833	1127		237

^a Abstracted from I.S. 281 District and School Profiles (October 30, 1993).

^b Abstracted from Pupil Ethnic Census Data (April 11, 1994).

Since the Magnet Program implementation, a substantial increase in the number of students who were placed on the honor roll increased from 192 to 286. In addition, the number of students who passed various subject areas with good grades increased from 980 to 1040.

Attendance. Cavallaro has received an award for most improved attendance for the last three years. Average rates of attendance for the past three years is as follows: 83.2% for 1991-1992, 85% for 1992-1993, and 88.6% for general education students and 74.3% for special education students for the 1993-1994 academic year.* The school is a member of AIDP and is serving about 150 students.

Parent Involvement in Academic Programs. An increase in the number of parents who attend academic programs has been noted since the Magnet program began. An average of 86 parents attended before the Magnet implementation, whereas an average of 123 parents since that time. In addition, a greater number of parents sign their children's homework planners (36% before vs. 42% after implementation). The PTA has become more active as well.

Safety/Security. The reported number of bias and/or violent incidents decreased from 46 to 38 since the Magnet implementation. In addition, Cavallaro is one of three middle

*The first two figures were taken from the School Profiles of October, 1992 and October, 1993, and the last two figures were obtained from the AIDP coordinator at the school as of June, 1994.

schools in District 21 to pilot a program regarding incident report documentation.

Other Measurable Goals for the School. These include the following: a) **Staff Self-Evaluation** - The principal developed methods of self-evaluation for guidance staff, deans, and assistant principals. The principal meets with individual staff members and together they target strengths and weaknesses and agree on areas of accountability and specific goals to be worked toward from September until June. Teachers are also encouraged to think of ways to evaluate their own performances and set their own goals for self-improvement. For example, a teacher may feel that he/she needs to make more contact with parents and would therefore record the percent change in number of parents contacted over a certain period of time.

b) **Increased Hiring of Minority Staff** - Black professionals are reluctant to join Cavallaro's staff, as the school is located in a primarily White neighborhood that has been a source of much racial conflict.

c) **Technology Enrichment** - The school's goals in this area include installation of video monitors in all classrooms as well as in the science labs. It is expected that more students will choose to specialize in the science area.

Conclusions and Recommendations

Overall, I.S. 281 has successfully implemented its Magnet program and has made considerable progress toward achieving its

goals. The enthusiastic and dedicated staff is a major factor in the school's success.

Recommendation: Attempt a greater integration of staff and administration self-evaluation measures with program goals.

C.S.D. 25 / J.H.S. 189
Magnet theme: Multicultural Education

The Daniel Carter Beard School

Background

The Daniel Carter Beard Junior High School (J.H.S. 189) is located in the downtown Flushing section of Queens. Historically it has served a stable, primarily white, native born population. Recently, however, the school population has changed to reflect the changes in the community's constituencies. Flushing has become an entry point for immigrants from scores of countries. As a result, the school now has students from forty different nations speaking thirty-five different languages. The school administration, with the support and guidance of the district office, has responded by instituting procedures that address the unique needs of each student. The most prominent procedure was the "individual programming" of students' schedules. This allows students to attend classes in subjects that do not require an extensive use of language, while receiving the additional support they need in language and communication skills.

Members of the district planning committee stated that the state magnet grant enabled the development of a school-wide curriculum that utilizes and benefits from the various races and ethnic groups represented in the school. Thus, the multicultural student body has become a powerful medium through which to teach core academic subjects.

District Committee

The District Magnet School Planning Committee includes the community school board president and vice-president, the superintendent and deputy superintendent, the district administrator of special education, the principal and assistant principal of J.H.S. 189, three school staff members hired specifically to implement the magnet grant, two teachers, several parents and three students from J.H.S. 189.

Theme/Curriculum Development and Student Activities

Under the State Magnet Grant J.H.S. 189 is called the School of International Studies. To foster academic achievement and healthy self-concept, the school blends thematic instruction, cooperative/active learning, and sensitivity to culturally different modes of communication across grades and curriculum areas in a safe, humane, environment. This approach attracted the attention of other initiatives designed to enhance the academic achievement of New York City public schools. For example, as a direct result of implementing the state magnet grant, J.H.S. 189 has become a "Globe Center School," one of a group of schools selected by a committee comprised of the Industrial Bank of Japan, The Fund for Public Education for the City of New York, and the New York City Board of Education who provide schools with funds to develop resources to teach "interactive geography."

J.H.S. 189 teachers participated actively in curriculum development. For each academic subject teachers developed

curricula that relates course material to the students' unique backgrounds and to teaching methodologies such as cooperative learning that require students to appreciate a range of perspectives on the subject being studied. Seventeen teachers worked in small groups to create an interdisciplinary, multicultural writing curriculum. Additionally, teachers created the curriculum for the extended day program and developed and taught the "Staff Development Technology Program" to their colleagues, which allows instructors to use computer technology to teach course content. Finally, teachers prepared a grant proposal for an artist-in-residence program for the following school year and collaborated to create the magnet school weather station.

In addition to the multicultural curriculum, a international studies theme was developed through a variety of class assignments, student activities, and resources designed to enhance student understanding and respect for their own and other cultures. Multicultural classroom exercises were conducted school-wide as well as in single and joint class projects. For example, The Cultural Moment Program and the Greetings in Foreign Languages Program involved the entire student body. In the former, students and parents filled out culture sheets on customary practices and holiday traditions, which were then read by a student or principal over the public address system to highlight a different culture each day. Through the latter program, a student or the principal introduced the school day by

reading a transliterated text of the student's native language over the public address system.

The Community Profile Program, a voluntary, teacher supervised, joint class activity, created oral histories that represent the many nations and cultures found in District 25. Students interviewed families and neighbors about culture and tradition in their native lands using different subjects areas such as language arts, social studies, and foreign languages. The interviews were edited and printed in the school publications such as Globally Speaking. One result of the Community Profile Program was the publication of Voices of a Changing America-A Collection of Oral Histories which highlighted the life and culture of peoples from over 20 nations. Other student publications include an articulation handbook, which describes the entire magnet school program, "French Cocking," "Positively Poetry," "Panache!" (a French poetry magazine), "La Luz" (a Spanish poetry magazine), "Infinity" (a math magazine), "Taino People" (a student research publication), and "Creative Writing in Science."

A class of 33 students worked together with their teacher and staff to produce a video entitled an "Oral History of Flushing." Students interviewed and videotaped a wide variety of persons in business, commerce, the arts as well as neighbors, parents, and the elderly from over 20 nations. Students, assisted by staff, edited and presented the finished video to students, parents and the community. Another multicultural class

assignment contributed to the ongoing Cultural Art Exhibition shown at the Greenpoint Savings Bank in Queens, which includes art representing at least 20 countries and the depiction of non-violent comics as a demonstration of non-violent art as a positive way to draw the attention of adolescent minds to education. In a different student assignment, over 40 multicultural story books several pages long were written, illustrated, laminated, and sent to China where they were distributed by an international organization to elementary schools there. Students also have decorated the school hallways and open areas with multicultural artwork including paintings and tile mosaics that depict peace and harmony among the different cultures and peoples of the world.

Annual and biannual events centered on multicultural themes also served to enhance students, teachers, parents, and community members appreciation of other cultures. Heritage Day is annual event where students dress in the traditional garments of their native country, which provides an opportunity to share visually each other's culture. The jazz band, chorus, and school orchestra annually conduct two evenings of music and song for parents and community members and for fellow students at special assemblies. The jazz band specializes in Hispanic and West Indian music and songs, the chorus sings Israeli, African, Japanese, Hispanic, Chinese, and Korean ballads, and the orchestra performs the works of the European classical composers. Finally, parents and children work together to hold the school's

biannual Food Festival, an international smorgasbord representing culinary delights from over 15 countries.

After school, the round of multicultural activities continues through the extended day program, which occurs three or four days per week from 2:30 pm to 4:30 pm. During this time, students have the opportunity to participate in a variety of programs and activities. For example, students learned international dances and produced and performed dance productions at auditorium specials under the auspices of the bilingual, social studies, and foreign languages departments. Dances from the following countries were performed: India, Mexico, Russia, Korea, China, Peru, Bolivia, Colombia and the Dominican Republic.

The Cultural Immersion Program, another extended day program, facilitated the formation of student groups who taught about their cultural background and language to other classes. This program was organized by students under the supervision of teacher advisors. The presentations combined language, geography and critical thinking skills. Language and culture groups formed through this program included Korean, Chinese, Arabic, Spanish, Russian, and Greek. Students also reworked the musical Bye Bye Birdie into a multicultural production that played for parents on two evenings, for the community on one evening and to student assemblies. Students also participated in international games, global environment classes, values clarification, teenage problem solving activities, and a number of clubs including Chinese chess, computer, and student tutoring.

Newly developed resources that support the multicultural curriculum, programs and activities are in-school multicultural libraries, the New York City Educational Computer Network (N.Y.C.E.NET), and Partners in Educational and Cultural Exchange Program. In the school library, there are hundreds of books about different countries and cultures. This library is used by students and teachers who work cooperatively on research and other projects as well as for recreational reading and advanced study. The school library is supplemented by in-class libraries designed by subject teachers and funded by the school. Teachers build multicultural book collections to support their subject area. Another multicultural library is located in the Writing Center.

In conjunction with the Division of Computer Services, New York City Board of Education, J.H.S. 189 used the Escuela Hispanica banner to establish a telecommunications network connection with N.Y.C.E.NET. The school library has two terminals dedicated to N.Y.C.E.NET, which allows students and teachers to communicate with other institutions, gather information, and converse with other students through electronic communications. Another important resource is J.H.S 189's participation in the New York State Department of Education funded Partners in Educational and Cultural Exchange Program (P.E.A.C.E.). P.E.A.C.E is an student exchange program. J.H.S. 189 is already linked to a partner school in Spain and has

applied for future partner schools in Mexico, Canada, Korea, and Hong Kong.

Staff Development

Since the inception of the state magnet program, teachers at J.H.S. 189 have received extensive training that concentrates on developing skills that support teaching in a multicultural environment and have implemented various methodologies in order to meet the program's goals. The Equity Assistance Center (E.A.C.), a program run jointly by New York University and Baruch College to improve teaching practices, has trained 40 volunteer staff members at J.H.S. 189. In a series of workshops in 1992-1993, E.A.C. staff trained J.H.S. 189 staff to be sensitive to cultural differences, to be aware of the relationship and effects of their expectations on individual students' performance, and how to promote positive teacher-student interaction in a multicultural school environment. E.A.C. also will train staff, parents and local community members in various methods of integrating community resources into the curriculum. Recent results of these efforts have been the formation of mailing lists to facilitate two-way communication between the community and school and an environmental/nature conservation program that involves community residents and students in an effort to care for and protect the urban and natural environment.

In addition, J.H.S. 189 teachers have received training in several areas of professional development. The New York Academy of Medicine's Being Healthy Program conducted a five day staff

development session, during which teachers were trained to identify and implement a curriculum designed to insure student physical, emotional and social well being. Teachers also received training from Lehman College faculty and staff in the following areas: writing techniques from the School For Literacy Studies, how to eliminate stereotypes and prejudices taught by Lehman sociologists and approximately 45 teachers participated in a course on ethnic sharing.

As mentioned above, teachers and students are able to communicate with other schools throughout the world, nation, and city through computer terminals located in the J.H.S. 189's multicultural library. To support the appropriate use of this resource and other computer-based resources, selected J.H.S. 189 teachers conducted in-house training on computer technology and computer-based instruction.

A list of the training teachers continue to receive includes:

- ongoing participation in "The Intervisitation Program" which allows teachers throughout the city to observe magnet school programs in other schools
- E.S.L. workshops
- ongoing participation in staff development day where staff members share ideas about practical ways to bring the message of the magnet program home to the students
- ongoing participation in Escuela Hispanica programs where guest speakers address community issues, educational topics, social problems
- ongoing participation in "The Office of Multicultural Education Workshops."

Finally, a district specialist regularly attended monthly staff meetings and advised the staff about specific budgetary needs for magnet schools, staff development, curriculum development, and program evaluation. The district specialist's information facilitated the start-up of the magnet school program.

Parent Involvement

The Parent Partnership Project at J.H.S. 189 was planned to make parents an integral part of curriculum development and implementation. The project informed incoming and presently enrolled parents of students about the purpose, goals, curriculum, programs, and operation of the school. Parents are encouraged to enrich the program by providing direct services to the students or by contributing to the on-going discussion of ways to enhance the school goals and student performance. The extended school day program was formulated partially on the input parents made through questionnaires, interviews, and direct participation in program design.

In addition to their on-going participation in magnet school steering and planning committees, parents participate in the Magnet program in many ways. Parents participate in teacher training workshops and programs, cultural activities related to the magnet theme, and in the Parent Partnership Project. For example, over 80 parents from Community School District 25 (CSD 25) attended periodic dinner workshops held at the Immaculate Conception College. Adult E.S.L classes are held five days a

week and are attended daily by 20-30 parents. Community Health Fairs held several times a year were attended on average by 25 parents and the annual Academic Fair held for the entire student body was supported by volunteer parents.

Student Recruitment and Community Outreach

The School of International Studies district-wide recruitment effort is an ongoing objective throughout the school year. Admissions occur through feeder school transfers and a district-wide application procedure for parents of incoming 7th graders who reside in CSD 25. Admission criteria set by the District 25 Community School Board are inclusive and non-competitive with entry based on student interest and aspiration. Applications are readily available in local schools and may be submitted to any district school or to the District 25 Magnet Office where they are processed. Non-minority parents are encouraged to voluntarily send or transfer their children to the minority magnet school. All students have the opportunity to participate in magnet school programs and activities.

Parents of prospective students are informed about the magnet school through afternoon and evening open houses, Parent Orientation Days and Evenings, feeder and non-feeder school visits by J.H.S. 189 staff and students, school tours and announcements made at Adult E.S.L. classes and Parent Teacher Association meetings. Students are introduced to the magnet school program through Student Orientation Days, elementary school class visits invitations to J.H.S. 189 shows, exhibits,

and Globe Center and J.H.S. 189 student teams sent to elementary schools to read student-produced multicultural storybooks. To supplement these activities, J.H.S. 189 built networking relationships with district elementary school principals through their Globe Center and distributed district-wide magnet school booklets, newsletters, and course offerings: e.g., ("Description of Magnet School Programs, District 25"; "School of International Affairs Articulation Guide"; "Globally Speaking"; and "Course Offerings" written in English, Spanish, Korean and Chinese). J.H.S. 189 published ads and articles describing the school's purpose, curriculum and activities, in local newspapers (e.g., The Forum, Flushing Tribune, Queens Courier, and Times/Ledger), and also non-English publications. J.H.S. 189 also produced videos and slide shows that highlighting special magnet school events, and distributed School of International Studies bumper stickers and student-made buttons.

Community outreach is being done in several ways. The school has a Community Profile Program that features guest lectures by prominent members of the community. For example staff members of the Queens Botanical Gardens taught students how to create an international garden. The school's Globe Center is freely used by community organizations to inform community members about the various ethnic groups represented in the school. Additionally, the fine arts program participates in community art exhibits and local concerts. Examples, of the school's use of community resources include involvement with the

Queens High School Division to collaborate on future networking. Also, the school formed the School/Community Task force, which operates through the Equity Assistance Center at Baruch College. The center provides staff development training and looks for ways to broaden input and increase resources for the program.

Goals, Objectives and Self-Evaluation

Internal evaluations of the effectiveness of the curriculum and J.H.S. 189's innovative approach are conducted by teachers as part of their regular assessment of students. Additionally, school-wide monitoring of students' progress is conducted by the school administration.

Quantitative data is collected on outcome measures which are expected to be affected by the Magnet School program. This includes data from the Pupil Ethnic Census, the School Profile and Achievement Summaries and on-going pupil enrollment and recruitment files. Additionally, virtually every aspect of the program (student, staff and parent responses to the program's development and implementation) is evaluated through surveys and questionnaires as well as through informal discussions with all program participants. J.H.S. 189's four staff development sessions sponsored by outside institutions (New York Academy of Medicine, Lehman College, Equity Assistance Center) were evaluated by those institutions. Finally, many courses designed around the magnet theme have daily and weekly progress evaluations of each student on several measures including

academic skills and prosocial behavior. Official magnet school logs are kept by the magnet school coordinator.

Evaluation of Magnet School Objectives

The primary magnet school goal is to achieve racial/ethnic harmony by bringing together many cultures, races and lifestyles. To accomplish this end, J.H.S. 189 planned to increase non-minority enrollment, foster parent involvement, write and publish a multicultural curriculum, train staff to effectively implement the curriculum, and increase student understanding and respect for cultural diversity.

J.H.S. 189 aimed to increase non-minority enrollment by 3.5 percent during the 1993-1994 school year. Table 10 presents a three year comparison racial/ethnic enrollment at J.H.S. 189.

Table 10
Three Year Comparison of
Racial/Ethnic Composition at J.H.S. 189

<u>RACE/ETHNICITY</u>	1991-1992 ^a		1992-1993 ^a		1993-1994 ^b	
	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>
Native American	0	0%	3	.3%	2	.2%
Asian	501	41.4%	533	44.9%	558	47.1%
Hispanic	363	30.0%	346	29.1%	352	29.7%
African-American	129	10.7%	139	11.7%	112	9.5%
White	217	17.9%	166	14.0%	161	13.6%
Total	1210		1187		1185	

^aAbstracted from the I.S. 218 School Profile (1992-1993).

^bAbstracted from the Pupil Ethnic Census (April 11, 1994).

As indicated in Table 10, J.H.S. 189 was unable to achieve its racial/ethnic composition goal for the 1993-1994 school year. However, they were able to halt the downward trend in non-minority enrollment and, to some degree, maintain that enrollment during the first year of active magnet school implementation and recruitment. In spite of its positive academic performance, the increase of Asian and Hispanic immigrants in the district and its minority school image partially contributed to the reluctance of non-minority parents to voluntarily send or transfer their children to J.H.S. 189. More time is needed to recruit non-minority students by effectively establishing a new image that clearly communicates the school's well designed multicultural curriculum and its record of academic achievement in a multi-ethnic environment.

The outcomes for the remaining goals, (i.e., parent involvement, curriculum and staff development, and student comprehension and appreciation of cultural differences) were based on establishing programs, conducting activities, and procuring resources as outlined in J.H.S. 189's Magnet School Initiative Plan (1992). According to school and district staff members, the remaining magnet school goals and outcomes mentioned above have been achieved.

C.S.D. 30 / J.H.S. 204
Magnet theme: International Studies

THE OLIVER WENDELL HOLMES JUNIOR HIGH SCHOOL

Background

J.H.S. 204 is located in Community District 30 in Long Island City. Through the Jacob A. Riis Project Beacon, the school provides extra curricular after-school educational and recreational programs six days a week for students, parents, and community members. As a result of a District Middle School Task Force, J.H.S. 204 is gradually being restructured into a middle school that resembles, in part, the Carnegie Foundation model.

Planning

The School Leadership Committee, Magnet School Advisory Committee, and Beacon Advisory Committee are composed of district and school administrators, supervisors, teachers, parents, and community representatives. These advisory and decision-making committees meet monthly and when needed to discuss curriculum, annual planning, evaluation, and magnet school matters. Subcommittees are formed from these committees to address special issues. Decision-making is consensual.

Magnet school activity is coordinated through cooperative management, flexible scheduling, and grouping. Computer software is used for scheduling the school's year-long programmatic activities. The principal, as the overall coordinator of magnet school activities, works closely with the magnet school coordinator/teacher, the teams of teachers in social studies,

communications arts, and the remaining faculty members to achieve magnet school thematic and curricular goals. Collaborative teamwork ensures coordination between the substantial number of diverse extra-curricular activities for students and parents. Students in need are assigned an advisor, who provides support and guidance. Student conflicts are resolved through peer mediation (Project S.T.O.P.-School Teaching Options for Peace).

Theme and Curriculum

The magnet school theme is International Studies and Media Technology. The theme and curriculum applies to all students and is being instituted school-wide. An accelerated magnet school program is available for qualified students. There are currently five interdisciplinary two-teacher teams (communication arts/social studies) of five classes consisting of approximately 350 students. This year, as part of the middle school restructuring process, J.H.S. 204 is reorganizing its two-teacher team model into a four-teacher team model (math/social studies-communications arts/science). Sixteen teachers worked during the spring semester to develop the team structure, themes, and interdisciplinary units of study. Four four-teacher teams will replace the five two-teacher teams during the 1994-1995 school year. In the future, the whole school will be restructured into theme organized, interdisciplinary teams.

A theme is implemented by integrating the regular curriculum with an interdisciplinary social studies and communication arts program, which includes foreign languages (Spanish, French,

Italian, Greek, and Japanese). Modern language labs, both stationary and portable, computers equipped with CD ROMs (5 classrooms with approximately 135 computers) and video equipment provide the technological bases for international studies. In addition to New York State and New York City Board of Education required subjects, students have the option to participate after-school in one additional period per day in intensive and advanced language study or computer classes (programming and desk-top publishing). Though participation is voluntary, admission to the after-school program requires student commitment to regularly attend classes and to exhibit prerequisite proficiency in the advanced class subject matter.

There were 12 after-school classes attended by approximately 500 students. The evaluator observed that these classes were well attended and ethnically diverse. Students were actively participating in cooperative learning lessons. Classes use cooperative learning methods and are child-centered.

The school-wide magnet school program has an honors or accelerated magnet school program called the Holmes Academy Program. Students accepted into this program regularly attend school for an additional 45 minutes each day. Holmes Academy students participate in a three year computer course in Basic programming, word processing, and other software applications. These students take a survey of five languages in the seventh grade followed by student selection of one language for in-depth study. There are 300 students in this program.

This curriculum also is supported by voluntary student participation in a number of school-wide multicultural activities. These activities include: an expanding number of open membership culture clubs (14), monthly school-wide participatory themes (African History Month, Women's History Month, Art Careers Month), the annual multicultural fair for students, parents, and community members, and a student exchange program with France. Other more specialized after-school programs are the Magnet Video News and The Magnet Newsletter. The Magnet Video News program's goal is to produce a monthly bilingual video program. Teachers provide instruction in video production and editing, reporting skills, commentary writing and television news production. The Magnet Newsletter is an extra curricular activity that develops writing and desk-top publishing skills. Students also can receive educational support in regularly scheduled after-school study/homework help centers, reading, ESL, and mathematics review. Also offered are: Regents Comprehensive Test review in science, computer workshops and multi-media technology classes. To track overall academic progress and achievement, student portfolios and standardized assessment tests are used.

Staff Recruitment and Development

No special staff recruitment occurred. Staff development occurs as teachers implement the interdisciplinary curriculum. There are monthly staff development meetings to keep teachers and staff regularly informed about activities of the magnet school.

The District 30 Office, the Bank Street School of Education, LaGuardia Community College, the N.Y.C Board of Education, and J.H.S. 204 teachers provide professional training in portfolio assessment, middle school restructuring and team teaching, multidisciplinary instructional methods and curriculum, bilingual education and computer and video technologies and use. Future staff recruitment plans include hiring teacher teams trained at Queens College.

Parental and Community Involvement

Parents participate in school and extra curricular activities in a variety of ways. In addition to being involved in planning committee activities, parents participate through the Parents Teachers Association and parent teacher conferences. Two school-based projects, Project T.E.A.C.H. and Project S.T.O.P., help parents attain job skills, and improve language and parenting skills. Parent-Teacher Association Meetings (P.T.A.) are held in conjunction with magnet school theme programs for parents to see their child's work in the various subject areas. Parents are invited to visit the school anytime and to follow their child's classroom activities during the school day. Parents are also encouraged to meet with the principal, guidance counselors, assistant principals, and deans to discuss their child's educational program and progress. Parents participate in the periodic fairs that are piggy-backed with P.T.A. meetings. Trips, culture clubs, the annual multicultural fair, and numerous after-school activities supported by the Jacob A. Riis Project

Beacon contribute to parent involvement. After-school programs for parents not mentioned above include Aerobics, a G.E.D. program, family counseling, and community theater.

J.H.S. 204 is actively involved in all community activities including community parades, community clean-ups, the Boy and Girl Scouts of America, performances at neighborhood schools and businesses, volunteer work, and other service programs. The school also publishes a Parent Involvement Newsletter, which is mailed to community organizations.

Student Recruitment

Student recruitment is district-wide. Applications are sent by mail to parents of all prospective students. In recruiting students, school administrative staff and teachers visit district schools, neighborhood churches, civic and other community associations to present the magnet school program. This team also speaks at Parent-Teacher Association meetings and to six grade classes district-wide. Interested parents are invited to come and see the magnet school program in action. The magnet school coordinator also conducts school visits for interested students and their parents. In addition, J.H.S. 204 introduces parents of prospective students to the school and its educational program at the annual District 30 Magnet School Fair. The magnet school fair was held on April 14, 1994 at J.H.S. 204.

J.H.S. 204 has articulation programs with its feeder schools (P.S. 76, P.S. 111, P.S. 112, P.S. 166). The school provides students who are planning to attend the magnet school with a day

long camp at J.H.S. 204 to help them acclimate to the new school environment and to introduce them to the school program. A successful recruitment program has been to invite entire sixth grade feeder school classes to J.H.S. 204 to receive small group tours by J.H.S 204 student monitors who explain magnet school programs. This program helps to ease entry into the junior high school environment.

J.H.S. 204 strives to achieve an ethnic composition that resembles the district as a whole. To that end they are making efforts to increase the number of White and Hispanic students.

Admissions

There are two selection procedures used to admit students to the magnet school. First, feeder school students are accepted without reservation. Second, out of school zone students must file a magnet school application with the District 30 office. Once the applications are in, a computerized lottery system randomly selects from the pool of applicants. Selection criteria is based on the schools ethnic balance requirements, student ethnicity, student and parent motivation, enrollment in a District 30 school, and availability of seats. Admission to the Holmes Academy Program is open to all students who are at/or above grade level in reading and mathematics. Selection is based on a competitive summation of reading and math levels. Since the number of academy seats are limited there is a waiting list.

The Office Of Educational Research sent 70 parent questionnaires to the District 30 office where they were mailed

to out-of-zone parents who applied to have their children enter the J.H.S. 20 magnet school program. The questionnaires were designed to elicit information on how parents found out about the magnet school, how useful was the information, what factors were important in deciding to send their child to J.H.S. 204, and what other schools did they consider. Twelve parents responded by sending their questionnaires to the OER office. As indicated in the Table 11, most parents found out about the magnet school through a letter and brochure that was sent home with their child (91.7%). Twenty-five percent of the parents surveyed reported reading a district poster.

Table 11
The Ways Parents Found Out About
the Magnet School at J.H.S. 204^a
(n=40)

METHOD	FREQUENCY	PERCENT
1. Letter/Brochure Sent With Child	11	91.7%
2. District Poster	3	25.0%

^aNote percentages do not add to 100 because there was more than one response to a question.

The usefulness of the information presented to them was rated, with an average score of 4.4 on a scale from 1 (useless) to 5 (very useful). In general, good academic reputation (75%), safety (66.7%), the magnet school theme (50%), and good high school placement were important factors to parents in deciding to send their child to this magnet school (see Table 12). Of the 12 parents surveyed, 66.7 percent considered other public schools

and 8.3 percent considered sending their child to a public school with a gifted program.

Table 12
 Factors Considered Important by Parents
 in Deciding to Send their Children to J.H.S. 204*
 (n=12)

FACTORS	FREQUENCY	PERCENT
1. Good Academic Reputation	9	75.0%
2. Safety	8	66.7%
3. Magnet Program-International Studies and Media Technology	6	50.0%
4. Good High School Placement	5	41.7%
5. High Tuition Costs of Private School	3	25.0%
6. To be Part of a Multicultural Environment	2	16.7%

*Note percentages do not add to 100 because there was more than one response to a question.

Technical Assistance and Self-Evaluation

J.H.S. 204 receives technical assistance and formative evaluations in middle school restructuring from the Bank Street College of Education. LaGuardia Community College provides technical assistance in the creative use of video and television production, middle school restructuring, international studies and foreign languages. LaGuardia also provided staff development in portfolio assessment and middle academy and interdisciplinary team formation. A relationship with Kaufman Studios allows students visit and participate in tapings of various television programs.

J.H.S. 204 is committed to self-evaluation of magnet school progress and achievement. Self-evaluation consists of tracking grade level scores on unit exams and standardized tests in mathematics, reading, social studies, and language. District and school ethnic composition are compared and monthly meetings are held to assess current achievements and needs. At the end of the school year, staff, students, and parents are asked to evaluate existing programs. These efforts produce an annual written evaluation of the magnet school.

The school uses the Comprehensive Instructional Management Systems (CIMS) program to test mathematics achievement. This program utilizes computerized diagnostic tests to determine student mastery of mathematical objectives and gives teachers and supervisors the ability to check students academic achievement in a comprehensive manner.

Goals, objectives, and self-evaluation procedures have remained the same as stated in their New York State Magnet School Initiative Plan (1992). J.H.S. 204 planned to reduce minority group isolation, enrich the school's diverse ethnic configuration, restructure the junior high following a middle school model, and improve academic performance in reading, mathematics, and social studies. Self-evaluation consists of comparing the district and school Pupil Ethnic Census to evaluate the extent of desegregation, comparing and evaluating standardized test scores in mathematics, reading, and social studies and surveying students on the quality of the school

environment. Reading, mathematics and social studies scores have remained stable since the program started* and the school's ethnic composition is beginning to resemble the ethnic composition of the district.

Evaluation of Magnet School Objectives

J.H.S. 204 magnet school short-term goals are outlined below. J.H.S 204 planned to reduce minority group isolation by 3% by June 30, 1993. Table 13 below presents a comparison of the racial/ethnic composition of J.H.S. 204 for the school years 1991-1992 and 1992-1993 and 1993-1994.

Table 13
Three Year Comparison
of Racial/Ethnic Composition at J.H.S. 204

RACE/ETHNICITY	1991-1992 ^a		1992-1993 ^a		1993-1994 ^b	
	NUMBER	%	NUMBER	%	NUMBER	%
Native American	2	.2%	3	.3%	3	.3%
Asian	133	13.6%	151	14.7%	163	15.2%
Hispanic	407	41.7%	435	42.4%	461	43.1%
African-American	276	28.2%	280	27.3%	281	26.3%
White	159	16.3%	158	15.4%	162	15.1%
Total	977		1027		1070	

^aAbstracted from the I.S. 218 School Profile (1992-1993)

^bAbstracted from the Pupil Ethnic Census (April 11, 1994)

I.S. 204 was unable to increase the number of non-minority students by 3% in 1993 or 1994. The difficulty in increasing the non-minority population is due to the need to serve the feeder

*1993-1994 School Profile, Table D-1.

school population, which tends to be heavily minority. The pattern of non-minority/minority students in the school, while somewhat different from the district composition, does reflect the pattern in its feeder schools. In addition, it should be kept in mind there are four federal magnet schools in District 30 competing for the same non-minority population. Even though J.H.S. 204 is in the process of building a new, prestigious reputation, it has managed to maintain the number of non-minority students. Given these constraints, more time is needed for J.H.S. 204 to increase non-minority enrollment.

J.H.S 204 planned to increase magnet school student reading, and mathematics scores by 5% by 1993. The mean NCE score for reading in 1992 was 49.62 (n=477) and in 1993 the mean was 49.75 (n=844). The mean mathematics NCE score for 1992 was 48.57 (n=397) and for 1993 the mean NCE was 47.00 (n=640).^{*} These data show that there was no substantial increase in reading or mathematics scores by 1993. However, the school was able to maintain its current level of achievement while experiencing an increase in enrollment.^{**}

^{*}Analyzed from central data files.

^{**}1993-1994 School Profile, Table A-1.

District 75, C.S.D. 15 / P.S. 372 @ P.S. 834
Magnet theme: Communication and Technology

THE CHILDREN'S SCHOOL

Background

The site chosen by District 75 for its collaborative Magnet School Initiative with District 15 is the Children's School for Communication through Technology, at P.S. 372. Housed at St. John's the Evangelist School, it is located in the geographic center of District 15.

The Children's School was "designed to provide child-centered, culturally sensitive instruction, using technology and media, for a diverse population of children with and without disabilities."

The principal of the school, along with other members of the teaching staff, provided the relevant information for this report.

Student Population

The Children's School was designed to admit children into pre-kindergarten, kindergarten, grades 1, 2, and 3 from Community School District 15 and from District 75/Citywide Programs serving moderately to severely disabled students. In 1993-1994, there were preschool, kindergarten, and first grade classes.

One goal of The Children's School is to reflect the cultural pluralism of both District 15 and District 75. According to the principal, the racial/ethnic breakdown for the 1993-1994 school year is approximately 1/3 Hispanic, 1/3 African-American, and 1/3

White and Asian, which she identified as reflective of the composition of District 15 as a whole.

Theme/Curriculum Development

The theme of the school is Communication and Technology. This theme incorporated a whole language approach to reading and writing instruction, based on the city/state mandate, with some modifications and adaptations.

Children worked in small, heterogenous groups with instruction that utilized learning centers, hands-on, experiential and thematic approaches to early childhood learning. For example, the first grade curriculum included a consumer education unit incorporating community-based trips and interviews with local store owners.

Each class reflected the school's goal of inclusion. Sixteen general education students were grouped with 6 special education students (4 of whom are moderately disabled and 2 severely disabled). The kindergarten and first grade classes had a general education teacher, a special education teacher, and a paraprofessional, while the pre-kindergarten has an additional paraprofessional per class.

Staff Development

Staff training was ongoing and relied heavily upon a turnkey approach by which teachers are trained by district staff developers and then subsequently teach their colleagues. At least two staff developers visited each month and provide training in such topics as the reading and writing processes,

science and math, use of Primary Language Records, and conflict resolution. Retreats were provided for training in collaborative and cooperative learning, and multicultural education.

A retreat in the spring permitted the staff from various schools in the district that have inclusion as a major goal to meet together to support one another and to develop a needs assessment. The principal investigated the possibility of a summer institute for in-service but found that the grant monies could not be extended into the summer. The teachers planned to meet together, however, on a voluntary basis.

Recruitment occurred through posting of available positions, review of applications based primarily on qualifications and experience, and selected interviews by a panel of seven staff members. The staff composition reflected a desire for ethnic and racial diversity, although the school also attempted to find more applicants who are male and want to work at the early childhood level. The staff included general and special education teachers, paraprofessionals, 1 ESL teacher, a family worker, guidance counselor, speech specialist, social worker, and psychologist available for the pre-kindergarten program.

One problem for The Children's School that had existed for several months was that the electrical power within the school building was insufficient for the computers and technology that had been planned for the magnet program. The principal reported that the problem was corrected in the spring, and a new Technology Committee of six to seven staff members was formed for

exploring appropriate software for the students. They attended the Technology Solutions Fair and visited multimedia centers in preparation for turning The Children's School library into a multimedia resource center in September. Also, grade level meetings addressed ways to coordinate the use of communication and adaptive technology across the curriculum. District 75 provided staff developers, the computer hardware, and technical assistance through their Adaptive Technology Centers.

Parent Involvement and Community Outreach

The school social worker provided outreach to families, and the Substance Abuse Prevention Specialist (SAPIS worker) provided classroom lessons and family support. Activities included parent meetings twice a month and workshops with the family worker on topics such as nutrition and health, preventing lead exposure, reading skills, drug prevention, and arts and crafts. A support group met every week and an exercise group met twice a week for parents and staff.

The parents conducted a needs assessment and identified a need for better understanding of handicapping conditions and how disabled children feel. An official PTA was being formed and wrote bylaws available in early April. The PTA is expected to take over some of the activities of the school Advisory Committee.

Additional parent involvement activities included fund-raising, a book sale, fixing up the libraries, a dance festival, and a staff appreciation day. Parents were also invited to come

into the school to provide various expertise, especially for multicultural lessons and activities.

Other community linkages included Bank Street College drug prevention workshops, the Luther Medical Center after-school program on Family Life, and the University of Kansas interactive speech and language assessment.

Student Recruitment and Admissions Activities

Parent open houses were held every Tuesday morning, and the family worker provided a tour of the facility. Also, posters were used in the community, and flyers were sent out to pediatricians and other community people. The primary recruitment, however, came through the word-of-mouth of satisfied parents. According to the principal, the recruitment was so successful that more students have applied than can be accommodated. A parent survey sent out by OER confirmed that the primary means of parents learning about the program were from friends and neighbors, from the District office, and from a public meeting. Seventy-three percent of the 22 parents returning the survey rated the information as "useful" and "very useful." They identified their primary reasons for choosing the magnet program to be the multicultural environment, the inclusion of students with a wide range of abilities, the student-to-staff ratio, and the quality of the teaching staff.

Self-evaluation

The magnet school plan specified five objectives for the 1993-1994 year concerning the Advisory Committee, student

outcomes, curriculum design, professional development, and parent involvement.

The principal reported that student outcomes were measured using the following assessment tools: attendance records, primary language records, student portfolios, achievement of IEP objectives, LAB testing, and less restrictive placements for special students. Inclusion goals were measured by the racial/ethnic breakdown of the student population. According to data from the Superstart Developmental Profile checklist, students met the objectives in the areas of motor development, social-emotional development, language development, pre-literacy skills, and cognitive development.

The other four objectives were assessed through review of Advisory Committee records, minutes of meetings, review of curricular materials, completion of checklists, surveys, observations, and interviews. Also, an evaluation measuring the achievement of the program objectives was conducted by the Fund for Public Education.

Professional development was demonstrated primarily through a self-rating scale completed by 9 staff members, indicating the extent to which they felt they had achieved certain professional outcomes over the academic year. Staff generally rated themselves very highly on all twenty-three items; in particular, on individualizing instruction, recognizing needs of each student, and encouraging student interaction and cooperation.

The lowest rated items were on the use of computers and on infusion of career awareness within their classrooms.

According to data provided by the family worker, the Children's School provided the following parent involvement activities in 1993-1994: 28 family room activities, 8 workshops, 9 intergenerational projects, and 12 demonstrations. Approximately 10 percent of the parents attended parent involvement activities.

The principal identified strengths of the magnet program to be the family spirit of good teachers willing to interact with one another, the philosophy and mission of total inclusion and acceptance, and the representation of all constituencies, especially the parents.

IV. CONCLUSION

Overall, the State Magnet Schools Initiative, as managed by the Division of Funded and External Programs, has been successful in stimulating growth and innovation in the schools that have been awarded planning and implementer grants. Schools have proposed and implemented a variety of themes such as Health Careers, Communication and Technology, Global Citizenship, and Arts and Media. The Division of Funded and External Programs has provided considerable support and technical assistance to the planners and also to the implementer schools through the identification of resources around the city, the use of consulting firms like Westchester Institute, and the assistance of OER at the Central Board. In turn, the districts and schools have devised innovative and creative strategies for education and have worked hard at implementing those strategies to the best of their ability. The results, in general have been impressive, although the overarching goals of the program are still in process and will require additional time and effort. Nevertheless, the program as a whole has been quite successful and has sparked extensive innovation throughout the school system.

The outcomes of specific aspects of the program are discussed below.

1. ETHNIC COMPOSITION

Of the five implementing schools, only one achieved its goals for reducing ethnic isolation. (One of the schools is a joint project with District 75, so the goals for the school are generally inclusionary.) The three schools that did not achieve their goals proposed to increase the school's nonminority population by a few percentage points, whereas the one school that did achieve its goal aimed to match the district's ethnic distribution more closely.

2. ACADEMIC GOALS

As can be seen in Appendix A, overall, the number of students who scored 50 NCE points and above on the CAT and DRP tests for the academic years 1992-1993 and 1993-1994 did not increase except for the 7th grade DRP scores. Individual schools revealed a similar trend, except for I.S. 281 that showed a general increase, except in the eighth grade CAT scores, and J.H.S. 204 that showed an increase in the seventh grade DRP scores. A possible explanation for the lack of achievement of increased academic performance is due to the experimental nature of the curriculum that the schools have implemented.

3. PARENT QUESTIONNAIRES

Results of a survey of parents' interests and concerns in deciding whether to send their children to the various Magnet schools indicated the various means of communicating information to parents about recruitment activities (e.g., open houses), as presented in Table 14.

Table 14
The Ways Parents Found Out About
the New York State Magnet School Programs^a

(N=271)

METHOD	FREQUENCY	PERCENT
1. Letter/Brochure Sent With Child	125	46.1%
2. Letter/Brochure Mailed to Home	37	13.7%
3. Phone Call from Parent	33	12.2%
4. District Poster	28	10.3%

^aNote percentages do not add to 100 because there was more than one response to a question.

As can be seen from the data above, the most common means of communicating information to parents was through a letter or brochure sent home with the children. Table 15 indicates that the three most important issues for parents in making their decisions were the Magnet theme, safety, good academic reputation.

4. PLANNING PROCESS

In general, the Magnet planning schools made adequate progress toward developing their plans for implementation and demonstrated initiative in curriculum, staff development, and recruitment. Those schools who are further advanced in their planning process are those who utilized outside resources effectively. Those schools who are progressing more slowly in their planning process need to evaluate their strategies for coping with obstacles that they encountered.

Table 15
**Factors Considered Important by Parents
 in Deciding to Send their Children to a Magnet School***

(N=271)

FACTORS	FREQUENCY	PERCENT
1. Magnet Program/Theme	144	53.1%
2. Safety	129	47.6%
3. Good Academic Reputation	165	60.9%
4. Closeness to Home	91	33.6%
5. To be Part of a Multicultural Environment	67	24.7%
6. Good Record on High School Placement	64	23.6%
7. High Tuition of Private School	47	17.3%
8. It is my Zoned School	43	15.9%
9. Nice Building and Facilities	38	14.0%
10. My Child's Friend Will Attend	29	10.7%
11. To be with Students with a Wide Range of Abilities	23	8.5%

* Note percentages do not add to 100 because there was more than one response to a question.

RECOMMENDATIONS

Based on the evaluation findings, OER recommends that Magnet school committees:

- define what needs to be done to reduce racial/ethnic isolation and increase diversity in the school. Identify potential target populations, including students from outside the district. Actively recruit target populations through personal contact (e.g. target schools, community organizations and local newspapers).
- it is reasonable to plan to achieve student diversity objectives over a three year period rather than at the start of implementation.
- emphasize and celebrate students' ethnic cultures that already exist within the school. Promote the realization of ethnic diversity by implementing a multicultural curriculum, as mandated by the Board of Education.
- define all goals and objectives in a clear and realistic manner. For implementing schools, this might mean a reassessment of the measures utilized in their self-evaluation.
- search for reasons to explain the lack of increase in the number of students who scored at or above grade level on citywide reading and mathematics tests as a prelude to rethinking ways of improving student achievement.
- develop alternative methods of measuring student achievement, such as performance assessment.
- exchange ideas with other Magnet schools who have implemented their programs, as each school has particular accomplishments that it can display. Planning schools would particularly benefit from a forum in which implementing schools would present their programs.

APPENDICES

Appendix A

Percent of Students by Grade in all Implementing Magnet Schools who scored 50 NCE points and above on the Mathematics^a and Reading^b tests for 1992-1993 and 1993-1994^c

GRADE	CAT93	CAT94	DRP93	DRP94
6TH	46.9% n= 608 N=1295	34.5% n=245 N=711	36.0% n= 499 N=1388	26.6% n=178 N=670
7TH	41.2% n= 515 N=1249	38.7% n= 592 N=1531	41.9% n= 546 N=1303	43.8% n= 649 N=1483
8TH	42.1% n= 467 N=1109	37.0% n= 493 N=1332	38.5% n= 451 N=1171	37.8% n= 498 N=1317
9TH			57.0% n=280 N=491	43.6% n=429 N=984
All MAGNET	44.9% n=1882 N=4193	37.9% n=1354 N=3574	42.4% n=2088 N=4919	41.8% n=2000 N=4780

^aCalifornia Achievement Test for Mathematics.

^bDegrees of Reading Power.

^cComputed from OER data compiled from central files of consecutively tested students.

Note: n = Number of students who scored 50 NCE points and above.

N = Total number of students who took the exam.

Appendix B

Percentage of Students by Grade at I.S. 218
who scored 50 NCE points and above on the
Mathematics^a and Reading^b tests
for 1992-1993 and 1993-1994^c

GRADE	CAT93	CAT94	DRP93	DRP94
6TH	42.0% n=166 N=395	25.2% n=102 N=306	27.6% n=130 N=471	19.2% n= 65 N=354
7TH	32.5% n= 69 N=212	32.4% n=181 N=317	32.0% n= 88 N=275	34.9% n=173 N=496
8TH	26.8% n= 57 N=213	22.6% n= 77 N=306	29.1% n= 80 N=275	28.2% n= 89 N=316
TOTAL	37.0% n=303 N=820	28.8% n= 375 N=1303	30.4% n= 310 N=1021	29.2% n= 340 N=1166

^aCalifornia Achievement Test for Mathematics.

^bDegrees of Reading Power.

^cComputed from OER data compiled from central files of
consecutively tested students.

Note: n = Number of students who scored 50 NCE points
and above.

N = Total number of students who took the exam.

Appendix C

Percentage of Students by Grade at I.S. 281
who scored 50 NCE points and above on the
Mathematics^a and Reading^b tests
for 1992-1993 and 1993-1994^c

GRADE	CAT93	CAT94	DRP93	DRP94
6TH	41.0% n=100 N=244	46.7% n=143 N=306	31.7% n= 78 N=246	36.0% n=113 N=314
7TH	39.9% n=117 N=293	41.6% n=132 N=317	39.1% n=115 N=294	42.4% n=131 N=309
8TH	41.0% n=114 N=278	39.5% n=121 N=306	33.5% n= 93 N=278	39.7% n=123 N=310
TOTAL	41.3% n=337 N=815	43.6% n=405 N=929	35.9% n=294 N=818	40.1% n=374 N=933

^aCalifornia Achievement Test for Mathematics.

^bDegrees of Reading Power.

^cComputed from OER data compiled from central files of
consecutively tested students.

Note: n = Number of students who scored 50 NCE points
and above.

N = Total number of students who took the exam.

Appendix D

Percentage of Students by Grade at J.H.S. 189
who scored 50 NCE points and above on the
Mathematics^a and Reading^b tests
for 1992-1993 and 1993-1994^c

GRADE	CAT93	CAT94	DRP93	DRP94
7TH	57.4% n=189 N=329	49.5% n=156 N=315	55.1% n=183 N=332	52.1% n=165 N=317
8TH	50.2% n=143 N=285	51.2% n=154 N=301	48.4% n=133 N=275	44.9% n=136 N=303
9TH			62.5% n=178 N=285	52.4% n=120 N=229
TOTAL	55.5% n=341 N=614	50.3% n=310 N=616	57.3% n=511 N=892	51.8% n=440 N=849

^aCalifornia Achievement Test for Mathematics.

^bDegrees of Reading Power.

^cComputed from OER data compiled from central files of consecutively tested students.

Note: n = Number of students who scored 50 NCE points and above.

N = Total number of students who took the exam.

Appendix E

Percentage of Students by Grade at J.H.S. 204
who scored 50 NCE points and above on the
Mathematics^a and Reading^b tests
for 1992-1993 and 1993-1994^c

GRADE	CAT93	CAT94	DRP93	DRP94
7TH	36.7% n=116 N=316	37.2% n=118 N=317	44.3% n=136 N=307	51.1% n=169 N=331
8TH	46.3% n=150 N=324	37.5% n=121 N=323	42.3% n=140 N=331	39.7% n=126 N=317
9TH			49.5% n=102 N=206	46.1% n=101 N=219
TOTAL	42.8% n=274 N=640	37.3% n=239 N=640	46.4% n=392 N=844	47.1% n=408 N=867

^aCalifornia Achievement Test for Mathematics.

^bDegrees of Reading Power.

^cComputed from OER data compiled from central files of
consecutively tested students.

Note: n = Number of students who scored 50 NCE points
and above.

N = Total number of students who took the exam.