

Council for American Private Education

CAPE outlook

Voice of America's private schools

Government Report Profiles U.S. High School Sophomores

The life of a high school sophomore is plainly complex. With school, homework, the Internet, extracurricular teams, and a host of other pressing demands, sophomores are sometimes caught in a swirl of activity akin to the pace of a Wall Street trader.

A new report from the National Center for Education Statistics examines—in painstaking detail—the hectic and enormously complicated world of tenth-graders. Hardly an aspect of high school life goes overlooked or unquantified in *A Profile of the American High School Sophomore in 2002*, the base-year report in a longitudinal study that will eventually follow students through high school and into postsecondary education and the workforce.

15,362 Students; 752 Schools

The first phase of the study focused on a nationally representative cohort of 15,362 tenth-graders in 752 public and private schools. It looked at students' feelings and perceptions about schools and teachers, their participation in extracurricular and sports programs, their achievement in reading and math, their use of time, and—of no small significance—their values and expectations.

The major findings were disaggregated

by selected school and student characteristics, including the type of school attended. According to the report, 92 percent of sophomores attended public schools in 2002; 4 percent attended Catholic schools, and 3 percent attended other private schools.

Schools and Teachers

Students in private schools “generally reported a more positive perception of their school environment than did public school students,” states the report. And their positive perceptions extended to teachers. As the report put it, at least 85 percent of private school students “indicated that the quality of teaching was good, students and teachers got along well, and teachers were interested in students, compared with 80 percent or less of public school students.” Private school sophomores were also more likely than their public school peers to report that their teachers praised their efforts (table).

Surprisingly, private school students even viewed school rules in a positive light. The report notes, “An important line of distinction between private and public schools is reflected in sophomores' views of their school's normative and disciplinary climate, as represented by the clarity, fairness, and enforcement of school

rules.” Sophomores in private schools were more likely than those in public schools to believe their school rules were fair. They were also more likely to report that everyone knew what the school rules were, that those rules were strictly enforced, and that rule-breakers knew what punishment to expect.

School Safety

A safe and secure setting is a prerequisite for sound learning. When asked to respond to the statement “I do not feel safe at this school,” 12.6 percent of public school sophomores agreed or strongly agreed, compared to less than 4 percent of private school students. Given the incidents of reported crime and threats in schools, the disparity in feelings about safety may be justified. According to the report, “Incidents of crime and bullying were more common in public schools than in private schools.” Students in public schools “were more likely to be offered drugs on school property, to be threatened by someone at school, and to engage in a physical fight at school.” And while 35.7 percent of public school students agreed or strongly agreed that there were gangs in school, the same was true for only 8.1 percent of Catholic school students and 4.1 percent of other private school students. Further, 28 percent of public school students reported that fights often occurred between different racial/ethnic groups, compared to 7.1 percent of Catholic school students and 4.9 percent of other private school students.

In next month's Outlook, CAPE will present additional findings from the NCES report, examining academic achievement, extracurricular activities, expectations for the future, and how sophomores use their time.

A Profile of the American High School Sophomore in 2002 is available on the NCES Web site at: <<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005338>>.

% of 10th graders who agree or strongly agree with the following statements about their teachers

	Public	Catholic	Other Private
The teaching is good.	79.8	90.9	90.4
Students get along well with teachers.	73.1	85.8	87.0
Teachers are interested in students.	73.2	85.6	88.2
When I work hard, teachers praise my effort.	63.2	71.1	77.2

CAPE member organizations:

- American Montessori Society
- Association Montessori International—USA
- Association of Christian Schools International
- Association of Waldorf Schools of N.A.
- Christian Schools International
- Evangelical Lutheran Church in America
- Friends Council on Education
- Lutheran Church—Missouri Synod
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Christian School Association
- Oral Roberts University Educational Fellowship
- Seventh-day Adventist Board of Education
- Solomon Schechter Day School Association
- Southern Baptist Association of Christian Schools
- United States Conference of Catholic Bishops
- 28 Affiliated State Organizations

a coalition of national associations serving private schools K-12
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Private Schools Value Federal Programs

A private school in South Dakota sent three teachers to attend a three-day training program on how to use instructional technology. After they returned to the school, the teachers proceeded to train the rest of the staff. Thus, reports the principal, through a \$900 investment under a federal education technology program, 15 teachers were able to learn how to use technology effectively in the classroom.

That is the gist of just one of over 900 narratives CAPE collected during a recent survey on the effectiveness and value of three federal education programs in private schools.

The three programs—Education Technology (Part D of Title II of the Elementary and Secondary Education Act), Safe and Drug-Free Schools and Communities (Title IV, Part A), and Innovative Programs (Title V, Part A)—are currently targeted for dramatic cuts or elimination under a White House budget that Congress is considering for fiscal year 2006. All three programs are widely used by schools across the country, and all provide for equitable services to eligible private school students.

To assess the benefits of these programs for children in private schools, CAPE invited administrators of schools that participate in the programs to complete a short online survey. The survey, available for review at <<http://www.capenet.org/edsurvey2.html>>, included 13 questions based on the Program Assessment Rating Tool (PART), an instrument developed by the Office of Management and Budget (OMB) and used by the U.S. Department of Education to determine program effectiveness and allocations.

949 Responses from 33 States

During March and April of 2005, CAPE received 949 responses to the survey from schools in 33 states. Responses overwhelmingly demonstrate that the three federal programs are funding projects that have clear purposes and that effectively and efficiently address student needs. Asked, for example, whether the programs address a specific and existing problem, interest, or need, more than 97 percent of respondents answered yes.

Are there measures in place to test if the programs are working? Over 90 percent of administrators reported that the programs have performance measures that focus on outcomes, and

more than 94 percent said the programs regularly achieve their performance goals. Because the goals are diverse, the national cumulative effects of these programs may be impossible to measure on a single standardized scale. But at the school and student levels, they seem to be improving the curriculum and enhancing learning.



The survey asked administrators to provide, in their own words, a brief description of how the programs assist students. With unmistakable clarity, the narratives convey the strong conviction among educators that these programs are important,

valuable, and effective.

Innovative Programs

The administrator of a school in New Jersey uses Title V-A (Innovative Programs) to help train primary-grade teachers in a multisensory reading program, which is bringing about dramatic gains for at-risk students. In Montana, a school was able to join a curriculum cooperative with 35 school districts that share resources for instruction, assessment, and staff in-service. And a school in Louisiana updated its library collection. "It was nice to throw away social studies books with titles such as *The U.S.S.R.* and *My Two Germanys*, along with science books that were dated from the 1950s," said the librarian. Title V-A was designed to provide services, materials, and equipment for educational programs that address a variety of needs.

Safe and Drug-Free Schools

The Safe and Drug-Free Schools and Communities program (Title IV-A) provides states and school districts with grants to support violence and drug-abuse prevention programs. Private schools located in school districts that receive grants may participate equitably in activities that address the particular needs of their students. A private school principal in Belle Harbor, New York, reported that after the September 11 attack and the plane crash in Belle Harbor, she called on PDHP (Program for the Development of Human Potential) "to assist in counseling our students, teachers, and family members." Thanks to Title IV-A, PDHP staff spoke at a faculty meeting, went to individual classrooms to speak to students, and met with families as needed. "I don't know how I would

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Pennsylvania Teacher Tapped for Hall of Fame

A school library may be the perfect place to honor a teacher. It is, after all, a center of learning that captures the core of human wisdom and invites the mind to fresh discoveries.

Thus, it embodies what an excellent teacher does day in and day out.

It was in the library at Philadelphia's William Penn Charter School, the oldest Quaker school in the world, that an unusual honor was bestowed on an excellent teacher, Randy W. Granger. On April 12, officials announced that Granger would be inducted into the National Teachers Hall of Fame. He is one of five teachers nationwide to be inducted this year, and one of only 70 teachers honored since the first induction in 1992. (There are currently 260 members of the National Baseball Hall of Fame, making teacher hall of famers all the more exceptional.)

The announcement by Jeanine McKenna, a member of the National Teachers Hall of Fame (NTHF) board, was a complete surprise for Granger, who heads Penn Charter School's visual arts department. But despite the shock, his words were humble and gracious as he thanked NTHF officials for "recognizing what I have given my entire adult life to do. I appreciate it very, very deeply."

On its Web page honoring Granger, the NTHF says he believes "that success-centered

classrooms are built from an atmosphere of trust, tested expectations, and respect." The tribute goes on to note that at the core of his teaching "is the belief that all things are possible

and that intellectual and artistic growth can happen in individuals at any point in time."

The site also includes praise from Earl J. Ball, III, the head of Penn Charter: "Randy's career serves as an inspiration to others for its testimony to dedication to students, commitment to personal and professional growth, involvement with the intellectual development of one's field, and living out an example of a principled existence."

Earlier this year, Granger was named 2005 Pennsylvania Art Educator of the Year by the National Art Education Association. In addition to his work at Penn Charter, he serves as adjunct assistant professor at The University of the Arts in Philadelphia, and as instructor of design at Philadelphia University.

The official induction ceremony will take place in June at the Hall of Fame in Emporia, Kansas. Promotional literature describes the NTHF as "the only facility of its kind dedicated to recognizing teachers, to preserving and promoting education, and to serving our country by inspiring others to enter the teaching profession."



Hall of Famer Randy W. Granger

reservation an equal chance with students in more affluent schools," said the principal. And in Louisiana, a private school administrator said the Title II program brought about student improvement in writing and growth in language arts scores. She called the program "critical to the growth of our school's programs" and added that its loss "would be devastating to our students and their families."

A new report from CAPE tabulates responses to the 13 survey questions for each of the three programs. It also offers examples, like the above, of how the programs are currently helping students in particular schools. In short, the report provides an assessment of the programs by local private school officials—the people who know how the programs are affecting the lives of individual students day by day. The report is available at: <www.capenet.org/pdf/wpss.pdf>.

DC Scholarship Demand Exceeds Supply

Officials in charge of the Washington, D.C., Opportunity Scholarships program announced last month the results of a lottery that provided 271 public school students the chance to attend private schools next year under the nation's first federally funded K-12 voucher program. But nearly as many lottery participants were denied that chance, as demand for the scholarships exceeded supply by almost two to one. The first of at least two lotteries this year was limited to students entering grades 6 to 12. A lottery for students entering grades K to 5 is expected to take place sometime in May.

"The overwhelming parental demand for this program demonstrates that families are hungry for high-quality school choice options," said U.S. Secretary of Education Margaret Spellings. "As a parent, I know how important it is to have good educational options for your children."

D.C. Mayor Anthony A. Williams called the lottery "great news" for students and parents. "Everyone shares the goal of a great education for our school children and this demonstrates that we are headed in the right direction."

Sixty-six religious and independent schools plan to participate in the program in 2005-06, up from 58 in the current school year. As many as 1,700 students are expected to attend those schools in the fall using government scholarships of up to \$7,500.

"The message from disadvantaged families in the District of Columbia is clear: they want better educational options for their children," said U.S. House Education and the Workforce Committee Chairman John Boehner (R-OH), who helped shepherd the legislation through the House in 2003.

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have handled either situation without PDHP," wrote the principal.

Education Technology

The Enhancing Education through Technology program (Title II-D) supports the integration of technology into the curriculum and increases access to technology by students and teachers, especially in high-need school districts. A private school in Delaware used the program to access teacher training through the University of Delaware to help teachers "integrate technology into their daily lessons." The principal of a private school in Arizona—a school with over 92 percent of its children living in poverty—used Title II-D to set up a computer lab and to place some computers in classrooms. "It gives the children here on the

Return service requested

CAPE notes

★ **Fast Facts About Private Schools:** A May 2004 survey of high school guidance counselors shows that 92 percent of private high school graduates enrolled in four-year colleges, compared to 52 percent of public high school graduates. Conducted by the National Association for College Admission Counseling, the survey was mailed to 1,750 member high schools and to 3,000 non-member public high schools across the country. The response rate was 22 percent.

The survey also showed significant differences in the caseloads of counselors in private schools and public schools, with the average number of students per counselor being 314 in public schools and 241 in private schools. What's more, private school counselors are able to spend a greater percentage of their time on postsecondary admission counseling (61 percent) compared to public school counselors (28 percent).

The State of College Admission 2004-05 is available online at: <<http://www.nacac.com/research.html>>.

★ In their new book, *Within Our Reach: How America Can Educate Every Child*, the members of the Hoover Institution's Koret Task Force on K-12 Education offer an assessment on the implementation of the No Child Left Behind Act and suggestions on how to strengthen the law. One of the book's four major categories of recommendations

concerns school choice: "We recommend that NCLB take away from school districts primary responsibility for the law's choice provisions and put them in the hands of a state education agency. We further recommend that eligible parents and students be able to choose any regular or charter public school in any school district—provided the family handles transportation out of the district—as well as any private school that accepts public per-capita funding as full tuition. We also recommend that SES services (as well as choice) be available to students whose schools fail to make adequate yearly progress for two consecutive years." The reason for expanding school choice, say the authors, is "to increase the probability that students have ample alternatives to select among, should they wish to change schools."

Within Our Reach: How America Can Educate Every Child is available for purchase at \$19.95 from amazon.com.

★ What happens to seniors in Waldorf high schools once they graduate? A new study by the Research Institute for Waldorf Education reports the following: "[T]he vast majority of Waldorf graduates go to an enormous range of colleges and universities. Some take a year off to explore the world or go directly into a trade

that feels meaningful to them. These results suggest that Waldorf education does in fact produce freethinking individuals with a broad range of interests."

The study also reports dramatic growth in the number of Waldorf schools.

Research on Waldorf Graduates in North America, Phase 1 is available as a PDF document at: <http://www.waldorflibrary.org/Journal_Articles/Graduateresearch.pdf>.

★ Roman Catholic Cardinal Adam Maida of Detroit received some high-level consolation when he was in Rome last month at the funeral of Pope John Paul II—consolation from the President of the United States about the closing of 15 Catholic schools in Detroit and surrounding suburbs. Here's how the Detroit Free Press reported the encounter between Maida and Bush:

"I understand you closed 15 schools in Detroit," Maida quoted Bush as saying. "Somehow, there's got to be a way to help those poor children."

Bush "said something's got to be done," Maida recounted. "He was connected with what I was doing in Detroit ... and felt sorry for the poor kids in the inner city" who will have fewer resources for a Catholic education."

