



Nana Amoah



Jorge Castillo



Steve Nguyen

Ivy LEAGUE of their OWN

2007 WPS graduates headed to top colleges

By MEAGHAN CASEY

As hundreds of Worcester high school students throw their caps in the air, looking up toward the stars and back upon the classrooms and teachers that shaped them, they will be embarking upon new paths and new dreams.

More than 80 percent are college-bound. Others will enter the workforce, and still others will join the country's armed forces. Together, they are scholars and athletes, engineers and artists, musicians and scientists. They are looking to change their community, their country and even the

world.

For three such graduates, those journeys will begin at Ivy League schools.

NANA AMOAH

Nana Amoah, graduating from South High, will attend Dartmouth College. Amoah, born and raised in the Republic of Ghana, moved to the U.S. in August 2005. He and his father and three siblings settled in Worcester, while his mother remained in Ghana. In two short years, his father earned a

See IVY LEAGUE Page 12

Saturday mornings are made for English

By SEAN LEONARD

Each Saturday through the school year approximately 60 students gather outside the Chandler Magnet School waiting for the doors to open at 9 a.m., where inside they will spend much of the day learning the language of their new homeland.

The Saturday English Language Learners classes are part of a curriculum for immigrant students, expanded over the past two years under the direction of Dr. Danielle Carrigo, ELL director for Worcester Public Schools.

"When I came here in October 2005 there had been a New Citizens program in place for 12 years. But at some point the program was shortened and there were only two teachers," Carrigo said. "We were turning some students away at the high school level, and the elementary (ELL) classes were bursting at the seams.

See ELL Page 12

Everything adds up at the Goddard



Goddard School math teacher Nancy Billings is surrounded by her grade 4 students. A grant has helped Billings and other teachers refine their math instruction skills. **Page 6.**

PHOTO: REBA SALDANHA

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Good choices lead to good times



Dr. James A. Caradonio

While youth are 20 percent of our population, they are 100 percent of our future. What does that future demand and require? How do we best prepare our youth for our mutual futures?

We — parents, educators, students and citizens — will find some answers from the National Center on Education and the Economy (NCEE). NCEE and the New Commission on the Skills of the American Workforce published an important report, *Tough Choices or Tough Times* (TCCT). Our country is competing with many other nations that are educating large numbers of highly educated workers willing to work for salaries that are much lower than U.S. rates. What are the skills that our students need so that they can compete and succeed in this ever-increasing world-wide competition?

Our students cannot just be highly proficiency in key subjects — reading,

writing, speaking, mathematics, science, literature, history and the arts — but they must also be creative, innovative and know how to be effective team members. "The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. (TCCT, page 7). Future professions require education beyond a high school diploma; we must prepare our students to enroll in and complete college.

This issue of *The Worcester Educator* shows how our WPS staff members are preparing WPS students for the future that *Tough Choices or Tough Times* describes.

Our elementary teachers are improving their own understanding of math so that their students will meet world-class math standards. Stop & Shop sponsors Family Math Nights, when parents and children discover creative and innovative ways to learn math together.

Students at the Roosevelt School are using donated computers for doing

research and improving their writing skills.

May Street teachers model for their students and their colleagues how to be members of a high-functioning team that collaborated to improve students' academic skills.

The future demands that we all have higher expectations, both for ourselves and for our students. While it sounds easy to elevate expectations, Dr. Jeff Howard from the Efficacy Institute engaged principals and administrators to examine their assumptions and practices for motivating their students to attain and exceed academic proficiency.

The TCCT report expects that American high schools will increase the rigor and relevance of their academic offerings. The Small Learning Communities in our WPS high schools have responded to this challenge and are demonstrating positive student-performance outcomes. Junior Achievement and Assumption College have introduced Burncoat High School students to college life and the college admissions process.

Each day our world and society become more and more diverse. We interact with people who come from different countries and cultures and who speak different languages. Students in Doherty High's "Habla-thon" show us how to celebrate their school's diversity.

The young women who play tennis at South High are learning the skills for being effective team members.

The future requires education beyond high school and even beyond college. More than 80 percent of our WPS graduates intend to enroll in post-secondary education. Our teachers and counselors prepare our WPS graduates so that Ivy League colleges such as Dartmouth, Yale and Cornell have accepted them.

Our teachers and students will continue to acquire and demonstrate the skills and knowledge that they need in order to meet the challenges of the 21st century. They are making Good Choices and, as you can see, will continue to experience Good Times.

Dr. James A. Caradonio is superintendent of schools.

New special education director brings 30 years' experience

By SEAN LEONARD

Stephen Gannon, director of special education in the Reading, Mass. Public Schools for the past seven years and former director of special education in Amesbury, will take the helm of the Worcester Public Schools special education department in the fall.

Gannon said he is eager to take on a new challenge in Worcester.

"One of the reasons I applied to Worcester is that I attended a conference and there were a number of teachers from Worcester there. I heard their excitement about what they were doing and the programs in place," Gannon said.

"The district has highly professional, very qualified people and I'm very fortunate to be inheriting them," he added.

Gannon, who earned his undergraduate degree from Lindenwood College in Missouri and a master's in special education from Boston University, with some graduate work done at Penn State, has worked in many capacities over his 30-year career as an educator.

He was the former director of the Paul Center in Chelmsford, which provides educational and recreational programs for persons with disabilities, and he was also a special education teacher in Saugus and in the Hamilton-Wenham Regional School District.

He is also a longtime special-education consultant and a professor at Lesley and Cambridge colleges.

Gannon says he was inspired to work in special education at a very young age, from the help he received from a parochial school teacher in Lynn.

"I tell everyone that I am a disabled person," he said. "I was severely dyslexic and a non-reader. I was very fortunate



Stephen Gannon is eager to get started as the new special education director for Worcester Public Schools.

that I came across a great teacher in fifth grade who believed in me and taught me a whole new approach to reading. Today, I am a voracious reader and if it weren't for Sister Marietta at (the former) St. Michael's School in Lynn, I might have gone down an entirely different path in life. I got into Special Education because Sister Marietta was there for

me and I wanted to be there for other kids."

Gannon said he sees his role as director to support the teachers and create an environment to provide the best possible education for all students. He said the division between special education and regular education should be transparent.

"They're not my kids and your kids. They're our kids," he said, adding that the schools must do whatever it takes, including use of cutting-edge technology, to make each student learn.

Citing one example, Gannon said a student in Reading was struggling with a visual impairment. The department received a grant for a SMART Board, essentially a high-tech chalkboard, where everything written on the board showed up on the student's computer monitor. Also, with the touch of a button, the SMART Board graphs out algebraic equations and has other features such as mapping programs and puzzles that help to engage autistic children.

Because the SMART Board was so successful in the special-education setting, Gannon said today every classroom in Reading's new high school has a SMART Board.

Gannon, who early in his career also served as the City of Lynn's recreation director, said he prefers the challenges presented in diverse, urban communities, and looks forward to building on the success of the Worcester special education department.

Gannon, who plans to establish secondary residency in the city, lives on the southern coast of Maine with his wife, Barbara. Their daughter, Emily, works in the music industry in New York City.

2007 Awards

Dr. John E. Durkin Award

Barbara Sargent

Frances Perkins Award

Dr. Deborah M. Sinkis

John Adams Award

John Hennessey

Administrative Secretary of the Year

Carmen L. Colon

Instructional Assistant of the Year

Kathy Blais

John Lapomardo Award

Robert A. Wyman

John F. Doherty Award

Ronald W. Martin

Educational Secretary of the Year

Cynthia Robinson

Community Service Award

Karen Duffy

Volunteer of the Year

Michelle Morin

Thomas Jefferson Awards

Donna Williams, Accelerated Learning Laboratory
 Rebecca Herskovitz, Accelerated Learning Laboratory
 Francis Weeks, Burncoat High School
 Lynne McKenney-Lydick, Burncoat Middle School
 James J. Hunter, Burncoat Street Preparatory School
 Jane Belanger, Canterbury Street Magnet
 Diane Driscoll, Chandler Elementary Community School
 Kandi Schmidt, Chandler Magnet School
 Michael Taylor, City View Discovery School
 Ronald White, Clark Street Developmental Learning School
 Fred and Sheryl LaMonda, Columbus Park Preparatory Academy
 Christine A. Walsh, Comprehensive Skills Center
 Christine Whalen, Doherty Memorial High School
 Sarah A Bowditch, Elm Park Community School
 Dr. Mohammad Salmassi, Flagg Street School
 Anne Boule, Forest Grove Middle School
 Donna MacDonald, Gates Lane School of International Studies
 Pastor Gary Richards, Goddard School of Science and Technology
 Judi Kirk, Grafton Street School
 Irene LaHair, Heard Street Discovery Academy
 Joseph DiGregorio, Lake View School
 Eugenie Lindblom, Lincoln Street School
 Tammy Lapierre, May Street School
 Margaret Ann O'Connor, Francis J. McGrath Elementary School
 Elleen Desautels, Midland Street School
 Gail McCarthy, Nelson Place School
 Mary Ann Toll, Norrback Avenue School
 Maria Gorsuch-Kennedy, North High School
 Jean Taylor, Quinsigamond School
 Kelly Roy, Rice Square School
 Jeffrey Lane, Roosevelt School
 Gregory Ricardi, South High Community School
 Dr. Christie Little, Tatnuck Magnet School
 Wanda Dominguez, Union Hill School
 Chad Malone, University Park Campus School
 Lin Hultgren, Vernon Hill School
 Sharon Perno, Vernon Hill School
 Denise Rodriguez, Vernon Hill School
 Sharon Foshay, Vernon Hill School
 Elizabeth Fitzgerald, Wawecus Road School
 Jayne Hughes, West Tatnuck School
 Stacey Hale, Worcester Arts Magnet School
 Maryalyce Donovan, Worcester East Middle School
 Stacey Lord, Worcester East Middle School
 Patricia Derosier, Worcester East Middle School
 Linda Kaufman, Worcester Technical High School



Left photo, Secretary of the Year Cynthia Robinson; below, Doherty Award winner Ronald Martin and Custodian of the Year Robert Wyman.



Unsung heroes Schools honor stars at an Evening of Celebration

BY MEAGHAN CASEY

Every day, in every school across the city, a countless number of teachers, secretaries, administrators, staff members, volunteers and community members are dedicating themselves to the educational enhancement of Worcester students.

In May, 10 such individuals were honored at the WPS Evening of Celebration, conceived to applaud the work of the district's unsung heroes.

They include: Barbara Sargent, coordinator of the 21st Century After-School Programs; Dr. Deborah Sinkis, principal at McGrath Elementary School; John Hennessey, director of transportation; Carmen Colon, administrative secretary at Worcester East Middle School; Kathy Blais, instructional assistant at Quinsigamond Elementary School; Robert Wyman, custodian at the Roosevelt School; Ronald Martin, school shop teacher; Cynthia Robinson, secretary at Midland Street School; Karen Duffy, Worcester Credit Union president and CEO; and volunteer Michelle Morin.

Also honored that evening were the Thomas Jefferson Award winners, representing each school.

Superintendent Dr. James Caradonio thanked all of the honorees for their outstanding service. "Each and every professional in this school district plays a critical role in its functioning – from the nurses and guidance counselors to the custodians and food-service workers, secretaries and instructional assistants, parents and community members and teachers and administrators. We are one family, committed to one goal, and that is raising the achievement levels of all of our students."



Above, Adams Award winner John Hennessey and Durkin Award winner Barbara Sargent; left, Administrative Assistant of the Year Carmen Colon of Worcester East Middle School.

State's No. 2 man proud of Worcester roots

By RICH FAHEY

For Tim Murray, one of the biggest hurdles to overcome was this simple fact: No Worcester County official had been elected to a statewide office in 58 years.

So it wasn't just Deval Patrick making history last November when Patrick and Murray, the former mayor of Worcester, were swept into office by voters. Now Patrick and Murray are a team as the state's governor and lieutenant governor, and Murray said the new governor, just months into the new administration, has given him a prominent place at the table.

"I'm grateful to the governor for letting me get involved in critical decisions in the area of economic development and transportation, especially commuter rail," Murray said.

Murray, 38, attended Worcester Public Schools for eight years, first at the Flagg Street Elementary School and then the Forest Grove Middle School. He said he was inspired by a dozen or more of his teachers, but has a special spot in his heart for a fifth-grade teacher named Agnes Killilea at Flagg Street.

"She was ahead of her time with a creative writing program that stressed the importance of being able to communicate," said Murray. "She pushed us."

Murray, one of five children, went to



'My father was a teacher who took a second job and my mother is a registered nurse. They valued education, and they worked hard to make sure I had the opportunity to attend St. John's.'

Lt. Gov. Tim Murray

St. John's of Shrewsbury for high school.

"My father was a teacher who took a second job and my mother is a registered nurse," said Murray. "They valued education, and they worked hard to make sure I had the opportunity to attend St. John's."

Prior to his election as lieutenant governor, Murray was a three-term mayor of Worcester, the state's second-largest city. Under his leadership, Worcester moved forward with \$1 billion of new economic development projects many say are helping to transform an old industrial city into one that is well-positioned to grow in the new economy.

As mayor, he also chaired the Worcester School Committee and helped make the school system among the best urban systems in the nation. He built community partnerships to lower drop-out rates, launched school-based health initiatives and expanded after-school programs to support

working families.

After St. John's, Murray earned his bachelor's degree at Fordham University, and then put himself through law school, attending classes at night while working days as a substitute teacher and an advocate for homeless families. He earned his law degree from Western New England School of Law in Springfield and became a partner in the Worcester firm of Tattan, Leonard and Murray.

His political career began when he was elected to the Worcester City Council in 1997 and he became mayor in 2001. Prior to his elective service, Murray was active for many years in a wide range of community initiatives. He served on the boards of the Worcester Public Library, Worcester Historical Museum, Worcester Community Action Council, the Worcester Working Coalition for Latino Students and Preservation Worcester.

As an official elected statewide, Murray

has had to broaden his focus to include areas with which he was not familiar.

"Ironically, the finances are not all that different in the cities. They all have the same over-reliance on the property tax just as Worcester has. My biggest challenge has been getting to understand regional issues, from the Fall River-New Bedford South Coast area to the Merrimack Valley," he said.

He also noted the importance of serving as a voice for Central Massachusetts, again noting the paucity of officials elected statewide from the area.

Murray said he expects public education will be one of the priorities of the Patrick administration, given that both he and the governor spent years in urban public schools, and he is sure the problems and challenges those schools face won't be forgotten.

Murray said he can still recall the tough times that resulted from the adoption of Proposition 2½, when he was in the seventh grade, that saw teachers he respected laid off and worthy programs cut.

He is married to Tammy (Sullivan), an occupational therapist who works with school-age children. The Murrys live in Worcester with their daughters, Helen and Katerine.

Each edition of The Worcester Educator will include a profile of a notable WPS alumnus. This is the first in the series.

Roosevelt School technology updated by corrective action

By CAITLIN BOWLER

Administrators at the Roosevelt Elementary School were pleasantly surprised late last fall when staff from the Massachusetts Department of Corrections approached them about receiving more than 200 refurbished computers as part of the department's Computers for Schools program.

Superintendent of Schools Dr. James A. Caradonio and Roosevelt Principal Mary Meade-Montague, along with 300 students, attended a presentation at which representatives from the Department of Corrections delivered the first 100 computers.

"It has been really nice to be on the receiving end of such a generous program," said Meade-Montague.

In the Computers to Schools program, inmates learn how to refurbish computers that have been donated by corporations, small business owners, or individuals. These are skills that individuals can take with them when they are released and re-enter the workforce.

"It's really a win-win," said Meade-Montague. "Our students can benefit so much from the educational activities these updated computers provide and individuals in the corrections system are learning valuable skills and contributing to schools

in a positive way."

This contribution of Dell GX 110 computers has allowed Roosevelt to replace outdated machines with newer ones that can run more applications more quickly. The restored computers are all Pentium 3 or faster and include a CD-ROM drive and sound cards, and come with CPU, monitor, keyboard and mouse.

Students use the computers for Internet research, general word processing and for more sophisticated educational software that complements curriculum. Each classroom currently has six computers and all computers donated will be used directly by students and not for administrative purposes.

"This has really been fantastic," said Meade-Montague. "Our students and staff are grateful to have access to updated computing technology, which is critical for students to master in the 21st century."

The Massachusetts Trial Court gave the Department of Corrections its largest donation to date when it donated 1,200 computers after upgrading its system. Recipient schools are chosen by comparing the number of computers per student, and selected through an agreement with the Massachusetts Department of Education.

Roosevelt will receive the second batch of computers before the next school year begins.



Roosevelt School students make use of computers donated from Massachusetts Department of Corrections. Pictured from left are Tyler Robertson, Cassidy Martin, Logan Calcagni and Justin Martin.

May Street School is Gaining Traction

BY CAITLIN BOWLER

The May Street School was featured in a report — “Gaining Traction” — published in April by the Donahue Institute at the University of Massachusetts, in partnership with state’s Office of Educational Quality and Accountability. The report included results of a study in which researchers in 10 Massachusetts cities sought to determine the factors at play in successful urban schools.

Researchers found that there was a common range of factors present at better performing schools that contributed to a school’s overall success.

At May Street in particular, the report cited “staff commitment and buy-in to major school improvement initiatives” as a key reason for the school’s success.

Principal Dr. Karrie Allen also cited collaboration among staff, commitment to students and creating a positive learning environment, a willingness to embrace change and take on the challenge of adopting and implementing new initiatives throughout the year as key factors.

“Staff here really take ownership of student learning,” said Allen. “It’s a collaborative effort that requires a super level of communication among staff and hinges on the ability of our staff to remain focused.”

The school adopts at least one new initiative each year, so staff members are bombarded with information as they learn the curriculum and skills required to introduce the material to the students and incorporate it into daily classroom life.

The report cited the Genre Initiative for innovation on the part of May Street educators and administrators. Faced with students struggling with genre-related questions on the English language arts MCAS test, staff set out to determine the cause and then adjust the curriculum as necessary to improve students’ knowledge in this area.

The initiative’s success “was crucial to achieving staff buy-in to future changes, in large part because of the process that led to its success,” said the report. Open communication and shared decision-making have become the norm at the school, which helps the committed staff continually adjust curriculum and processes to best meet the needs of students.

May Street and schools throughout the district share a common vision, educational philosophy, traditions and a commitment to collaboration among staff within each school

and between staff and parents, said Allen.

“These are really best practices that my colleagues throughout the city are doing,” she said.

What does the study really mean for May Street?

“One of the best aspects of the study is that it gave teachers a voice,” Allen said. “Researchers gave educators opportunities to talk about the challenges they face as teachers, at both the small scale, daily level and in a broader scope. The teachers were thrilled.”

The study’s overall results suggest that when it comes to school life and teaching there are several crucial factors that can propel a school forward.

“We’re hoping that the results will be shared with policy makers and legislators so that policy can align more effectively with observations from those on the ground,” Allen said. “In order to get what we need to keep our urban schools running and improving, this is an incredible vehicle.”



May Street students Jason Biba and Hannah Elwell.



May Street
School Principal
Dr. Karrie Allen
works with
student Omaru
Pewee.

IT ALL ADDS UP

Stop & Shop serves up tasty way for students, families to learn math

BY MEAGHAN CASEY

Learning + food = fun.

That's the concept behind Family Math and Science nights, hosted by area Stop & Shop stores.

While shoppers stroll down the aisles, checking items off their lists, Worcester students are getting a taste of math and science lessons. Whether it's counting Nabisco Teddy Grahams or making healthy snacks with granola, the hands-on activities help the students make immediate, real-world connections to what they're learning in the classroom.

"It's such a wonderful, successful program," said Worcester Public Schools Title I Coordinator Janet Lyons. "It really teaches parents and students how math and science are integrated in everyday life. They learn how visuals help with math and graphing and they understand how household items can help make learning fun."

WPS teachers staff the tables, setting up activities such as sorting, counting, measuring and estimating food in jars or guessing a food object through the senses. Students and parents also learn

to make healthy eating choices. The materials are generously supplied by Stop & Shop.

"The managers — Paul Duhamel (formerly of the Lincoln Street Stop & Shop) and Michael Crowner (Grafton Street) — have been so excited and so generous — with free giveaways, snacks, printed materials, everything," said Lyons. "They open up their stores to us, and they're so dedicated to making it a great event."

The first Family Math and Science Night was funded through the Comprehensive School Reform grant and was held at the Lincoln Street store last year.

In November, two more events were held. Approximately 90 students and their families came out for the one event, representing Vernon Hill Elementary, Roosevelt and City View schools, among others. Another 137 students and their families attended the other event.

"Grandparents, aunts, uncles, siblings and cousins all participated," said Lyons. "It was an excellent turnout. We all had a great time."

The most recent Family Math and Science Night was held June 5 at the Grafton Street Stop.



Reading First facilitator Carol DiGregorio prepares her station for students to begin the math night festivities at the Lincoln Street Stop & Shop.

Federal grant helps Goddard teachers improve math skills

BY BILL BROTHERTON

Dr. Michael Klugerman, director of mathematics content training for Mass Insight Education, said many teachers suffer from math anxiety. It's not their fault, it's just that math has never been a priority with state education officials and most teaching colleges' curriculums, he said.

That's all changing. Thanks to a Title IIB grant and a partnership with Clark University and MassInsight for Education, Klugerman is teaching an intensive, content-based course that aims to improve math instruction at the elementary school level. Worcester educators have embraced the course with open arms.

"The goal is to help improve teaching skills," said Klugerman, who earned his bachelor's degree at Yale and his Ph.D. in applied mathematics at MIT. "It's been great. I can't say enough good things about the Worcester staff. It's no secret that not everybody's first favorite subject is math, but this is a voluntary course ... These teachers have chosen to take the course and every one has been great."

Marion Guerra, principal of Goddard School of Science and Technology, where 19 teachers and staff have taken the course, said Klugerman's class has had an overwhelmingly positive impact on staff and students.

Staff members at both Chandler and WPS1 also have benefited from Klugerman's course. And it is intensive: the Worcester class has met 11 times, with each session lasting 3½-to-5 hours.



Goddard School math teacher Nancy Billings works with Morellia Hernandez.

Klugerman focuses on content. The grant also provides a coach who will work with the teachers in the classroom; that is the next step.

"I focus solely on content and 'number sense.' The large majority of teachers are from Goddard, and it gives teachers a chance to see what their peers are doing," he said. "We've had cross-grade participation. By that I mean

teachers from grades 3 to 6 work together. The sixth-grade teacher can see what direction the third-grade teacher is taking ... and the third-grade teacher can see what the sixth-grade teacher expects from students at that level."

Klugerman admits that elementary teachers can be "phobic" about math.

From the first class, he attempts to put them

at ease. "I do provide a very supportive environment. There's no risk. It's very cool, and everyone seems to enjoy it. It is hard work, but these teachers are into it," he said.

There has been a change in mathematics teaching since most of us attended elementary school. Problem solving and thinking skills have become as important as knowing your multiplication tables. This, too, has confounded teachers and parents. Have you tried to help your kids with their math homework lately?

"Yes, there has been a shift," said Klugerman. "Math instruction is no longer devoted to flat-out computation; it's moved to problem solving." The MCAS exam has also changed the way math is taught.

On a positive note, Massachusetts students lead the nation on national standardized math tests. However, fewer than half of the state's students possess a solid command. Recently, the state Board of Education took a hard line with its math curriculum. In the past, aspiring elementary teachers have been required to take only an 18-question math component on a general test that also includes history, language arts and other subjects. Now, to earn a license, teachers must pass a separate 40-question math test. Other higher standards — and support programs — to boost math skills for teachers old and new are also being discussed.

Once again, Worcester educators are ahead of the curve. And its teachers have never been more comfortable with math, which will help students' math proficiency reach a higher level.

8th Annual
Young Woman of Consequence Award

She's Most Consequential

Burncoat High junior Leila Boudouani earns leadership award

BY CAITLIN BOWLER

Administrators and fellow students were exceptionally pleased when the City Manager's Advisory Committee on the Status of Women announced it had selected Burncoat High School junior Leila Boudouani to receive the 8th annual Young Woman of Consequence Award.

The award, which parallels the Woman of Consequence Award for adults, is granted to individuals, nominated by an educator or community member, who demonstrate exceptional leadership and whose action produces positive change in the community.

Burncoat Principal John Bierfeldt nominated Boudouani because, he said, "this award seemed to be a perfect match to the work that she's done here at Burncoat."

"She's such a self-starter," Bierfeldt added. "She sees something that needs to be addressed and she finds a way to address it. She's really a go-to person for me and many of the other faculty here."

Bierfeldt cited Boudouani's work with school's Peer Mediation Program as a prime example of her commitment to the school community and to the cause of anti-violence. The school lost funding for its program at the end of the 2005-06 school year and Boudouani took it upon herself to keep the group alive this past year. She is passionately committed to anti-violence and has been the driving force behind Burncoat's SAVE organization — Students Against Violence Everywhere.

"SAVE," said Boudouani, "focuses on the isolation of violence within Burncoat and keeping Burncoat a safe place for students."

At Burncoat she has also been influential in the creation of two other organizations: a debate club, which she started with the help of her AP English teacher and which will continue next year, as well as STAND — Students Taking Action Now Darfur — that raises awareness about the events taking place in Darfur. She has also

been a member of the Islamic Society of Greater Worcester's Youth Group for the past 10 years.

"Her leadership skills are what stand her apart from other students," said Bierfeldt.

Last fall the Burncoat administration nominated several students to apply for the National Youth Leadership Conference, a week-long conference held in Washington, D.C. Boudouani was selected and traveled to Washington to participate with other student leaders from around the nation.

"It was really a life-changing experience," said Boudouani. "I met students from all over the nation who just want to work to improve their communities. We worked on public speaking, learned how government works, how bills are passed, and by the end people really started taking on roles they might not have before coming."

As she talks about the prospects of college, Boudouani sounds animated and hopeful.

"It may change, but right now I want to study human rights. I plan to work with youth around the world," she said. "I'm just thankful for the people around me who have supported me, at school and at home. I've had some amazing mentors in my life."



Boston Globe Scholastic Art Competition winners

The following Worcester Public Schools students were winners in the 2007 Boston Globe Scholastic Art Competition:

GOLD KEYS

Sarah Hunt
ALL High School
Phong Phan
ALL High School
Alexis Gomez
Forest Grove Middle School
Shannon Bush
North High School

SILVER KEYS

Zachary Allen
Burncoat High School
Amanda Oliveras
Burncoat High School
Elybeth Rodriguez
North High School
Elda Arias
Burncoat Middle School

HONORABLE MENTIONS

Michael Fusaro
Burncoat Middle School
Samuel Reddoch
Burncoat Middle School
La'Shay Kea
Forest Grove Middle School
Kaelyn Vik
Forest Grove Middle School

Zachary Allen (2)
Burncoat High School
Amanda Addeo
North High School
Delgado Blake
North High School
Elybeth Rodriguez
North High School
Mike Smith
North High School

Joseph O'Leary
South High School
Laura Bill
Burncoat Middle School
Dang Tran
Burncoat Middle School
Megi Bezhani
Forest Grove Middle School
Taylor Moiles
Forest Grove Middle School
Conor Odell
Forest Grove Middle School

Extreme MAKEOVER FOLEY EDITION

Commerce Bank donates \$1M toward renovations

BY MEAGHAN CASEY

This year has marked a number of milestones for Foley Stadium.

First purchased in 1922 and dedicated in 1962 to local war hero and former police chief General Thomas F. Foley, the athletic field observed its 85th anniversary – and 45 years with its current designation.

Thanks to a \$1 million donation from Commerce Bank & Trust, the legacy of Foley Stadium's rich past, as well as the hope for its bright future, will live on.

"Commerce has been an outstanding partner and embodies what it means to be a community bank," said David Brunelle, chairman of the Huddle Up for Foley campaign. "Because of Commerce's generosity, the next generation of high school athletes will have the privilege of playing on a state-of-the-art facility that bears the names of two of Worcester's greatest icons."

Commerce's donation, announced on May 22, is

part of a campaign to replace the field's natural turf with synthetic turf and to renovate the stadium. Launched last fall, the campaign has raised \$1.8 million of its \$3 million goal. The remaining funds will be raised through community outreach and donations from charitable foundations, local businesses and alumni of the Worcester Public Schools.

"It's a really worthy cause that a lot of local community members feel strongly about," said Dr. Stephen Mills, WPS deputy superintendent and founder of the Worcester Educational Development Foundation. "We're fortunate to have had a sponsor step up so quickly, and we're hoping individuals and businesses will join the efforts in matching those funds."

"We're proud to take the lead in this important project," said David Massad, chairman of Commerce Bank & Trust. "This is an investment in our young people, and we're committed to ensuring that they have access to safe and playable fields."

The athletic facility, to be renamed Commerce Bank Field at Foley Stadium, is the home field for the district's football, soccer, lacrosse and field hockey teams and the host to more than 150 athletic events throughout the fall season. Upgrades to the field last took place in 1965, when the current stadium facilities were built. This included adding the seating for 4,800 fans, locker rooms, press box and lights.

The new turf will be a softer, no-burn, lower maintenance playing field that replicates grass, without the dirt, mud or mess. Additional renovations will include new aluminum bleachers, updated light fixtures and a rubberized running track in place of the asphalt one. Work is already underway and is expected to be finished by the start of the fall athletic season.

To support the campaign, donors can visit www.huddleupforfoley.com or mail checks to Huddle Up for Foley Foundation, 225 Park Ave., Suite 1104, Worcester, MA 01605.



Mayor Konstantina Lukes, center, and David "Duddie" Massad of Commerce Bank, second from left, join students in the groundbreaking for the reconstruction of the field at Foley Stadium.



From left, Mayor Konstantina Lukes shares a laugh with State Rep. Robert Spellane and City Manager Michael O'Brien at the press conference for the building of the new Commerce Bank Field at Foley Stadium.



Deputy Superintendent Dr. Stephen Mills, above, and South High senior Raymond Davis, below, speak at the press conference.



An artist's rendering of the Commerce Bank Field at Foley Stadium.



Worcester Technical football players, from left, James Turner, Jake Fredette and Dan Sorenson are all in favor of a made-over Foley Stadium.

PHOTOS: REBA SALDANHA

Learned intelligence

Efficacy Institute teaches administrators to set high achievement expectations

BY MEAGHAN CASEY

While not everyone can become the next Tiger Woods, efficacy trainer Dr. Jeff Howard urged his audience to, in the very least, try.

Howard, the founder of the Efficacy Institute – a training and consulting firm dedicated to the belief that intelligence is a developmental process, not something that is fixed at birth or by socioeconomic or cultural factors – hosted a two-day training for Worcester Public School administrators.

In the midst of day one, a participant skeptically asked, for the sake of argument, “Can I become the next Tiger Woods?” Howard responded:

“You can become highly efficient in golf, and your child or grandchild – with the right combination of training and encouragement – can. The more we work at something, the more we strengthen our capacity to do it.”

While there was some doubt about the capability of humans to achieve absolutely anything, Howard held his ground.

“This is a radically different way of thinking about things,” he said. “Smart is not something you just are; smart is something you can get.”

At its most basic, efficacy sets high expectations for achievement, fosters high levels of confidence and shapes effective effort.

“We must take responsibility for development and accept nothing but the best for all people and from all people,” said Howard.

Founded in 1985, the Efficacy



Worcester Public Schools administrators share ideas during a round-table discussion during the Efficacy Institute training.

Institute has become a powerful voice in the national dialogue over school reform. The Institute has trained more than 30,000 educators, parents and community leaders in more than 50 school communities. The training is designed to enable educators, parents and community members to recognize that all children have the ability to learn at the highest levels and to give them the tools that will help those children reach high levels of achievement.

Dr. Jeff Howard founded the Efficacy Institute.

Safe Schools \$4 million grant will have lasting effect

BY RICH FAHEY

The director of a federally-funded program that promotes safe and healthy schools is hoping to keep things going even after the current grant expires.

Funding for the Safe Schools/Healthy Students Initiative ends this year, but the programs put in place may keep running.

“At every point, we’ve considered the sustainability of the programs that we’ve set up,” said Colleen O’Brien, the Worcester Public Schools project manager for the initiative, which is funded by the U.S. departments of Education, Health and Human Services, and Justice.

A \$4 million grant has allowed the schools to work towards four goals:

- ◆ creating a safe and healthy school environment;
- ◆ working to prevent substance abuse and violent behavior in youth and families;
- ◆ providing early identification, screening and prevention services to address health, emotional and behavioral problems which

interfere with student learning; and,

- ◆ increasing coordination of services between schools, families, parents and community agencies.

Safe Schools/Healthy Students is unique because it focuses not only on the student’s behavior while in school, but also out of school, and enlists the help of the entire community in moderating it. It can be especially effective when it comes to issues such as gangs or substance abuse, problems that can affect an entire community.

“There’s no question the crime rate affects a community’s quality of life,” said O’Brien.

The schools have formed a partnership with law enforcement agencies, including the Worcester Juvenile Court, and the District Attorney’s office.

Worcester Public Schools has also partnered with the Donahue Institute at the University of Massachusetts to gauge the effectiveness of the programs, which have reached a total of 17,000 students in the last four years.

Some of the positive results include:

- ◆ A much more cautious attitude taken by middle school students in the Case Management program when it comes to tobacco and drug use, and a significant decrease in violent behaviors toward others.

- ◆ High school students in the Reconnecting Youth program showed a significantly more cautious attitude towards alcohol.

- ◆ Parents participating in the Strengthening Families programs reported significant improvements in family relationships/ attachments, organization/communication, strength/resilience and parenting skills. They also reported improvements in their children’s social skills.

Other positive results included a one-third drop in the high school dropout rate, middle school students decreasing their self-reported cigarette use by one-third, and fewer middle and high school students reporting staying home due to safety concerns.

Many of the programs target at-risk middle school students. For instance, middle school students are bused after school to

neighborhood and community centers for recreational and educational programs; in general, after-school and summer programs have been greatly expanded.

One of the most important programs is Affected, which is a collaboration of students, the Worcester Public Schools, law enforcement, and the New England Dream Center. It strives to help at-risk students make positive life choices, develop conflict resolution techniques, and raise awareness about drug use and violence. A prevention program at heart, the program, in addition to teaching important life skills, also gives students instruction in media creation such as video production and enables them to put what they learn to use designing and producing music videos, public service announcements, and a documentary with positive messages for today’s youth.

“The program is giving youth a voice to help prevent violence and drug addiction in the community through a multi-media campaign,” explained O’Brien.



Burncoat High School students Beritta Barjul and James Arthur speak with teacher Judy Cradler during a math/science academy class at the school.

SMALL IS BIG

Small-schools concept has been a huge success

BY BILL BROTHERTON

Worcester's small schools concept is preparing students for big-time success.

The goal of smaller learning communities at the high-school level is to emphasize individualized attention, high standards and flexibility to respond to the specific needs of each student.

Is it working? Is it ever.

Albert Vasquez, manager of Secondary Initiatives for Worcester Public Schools, shares these positive student-performance outcomes:

- ◆ The percentage of students passing their initial 10th grade English and math MCAS exams system-wide increased 4.8 percent and 5.2 percent, respectively. This exceeded the objective of 3.6 percent and 3.8 percent.
- ◆ During the end of the grant period (2004-2005), 84.3 percent of Worcester high school students passed the initial 10th grade English MCAS exam. That's a 13.3 percent increase since the 2002-2003 school year.
- ◆ Also, 70.1 percent passed their initial math MCAS exam, in 2004-2005, an increase of 15.1 percent from 2002-2003.
- ◆ The percentage of Worcester high-schoolers enrolled in honors courses increased 10.2 percent from 2002-2003 to 2004-2005.
- ◆ The district exceeded its objective to increase the number of students enrolled in

Advanced Placement courses by 10 percent over the three-year period. Students enrolled in AP courses rose from 430 in 2002-03 to 550 in 2005-06 — a 27.9 percent increase.

Parents are taking a much more active role in their children's education.

By the end of the 2005-06 school year, 14 smaller learning communities were up and running. Vasquez said there are now 17, each with its own leadership and teaching team. Career focus includes fine arts, business and finance, engineering and technology, health science, information technology and design and engineering.

The number of Worcester students heading to college is also on the rise. Institutions of higher learning have become partners with various smaller learning communities. Participants include Assumption College, Clark University, Holy Cross College, Quinsigamond Community College, University of Massachusetts Medical School, Worcester Polytechnic Institute and Worcester State College. In addition, partnerships with numerous businesses are ongoing.

Vasquez said 15 Worcester high school graduates in 2006 were accepted to Holy Cross.

Success did not come overnight. Thanks to enthusiastic, forward-thinking teachers and staff, this has evolved over more than a

decade. In 1994, Worcester Public Schools instituted the Career Pathways concept in its high schools. In 2000, a Carnegie Foundation planning grant allowed administrators and staff to widen the Pathways concept into smaller learning communities. Then in 2002, a three-year, \$2.5 million U.S. Department of Education Smaller Learning Communities grant was used to support professional development and convert the city's five high schools — Burncoat, Doherty, North, South and Worcester Vocational Technical — into smaller learning communities.

"These are much more rigorous courses," said Vasquez. "We've raised expectations for all kids, but the small-school way of life has made a huge difference with the average student who has potential. Many of these students are the first in their family to attend college and there's much more diversity, too."

"This is far different (than the standard teaching practices)," he added. "Teachers don't have a new group of students every year; most have the same kids for four years. They are engaged in conversation with other teachers ... It's working incredibly well, as the numbers prove."

Students are staying school more, too. The Worcester dropout rate has fallen to 4.2 percent, the lowest number of any urban city in the commonwealth, according to Vasquez.

Doherty's "Habla-thon" celebrates diversity

Seventeen years ago, it started as a new way to raise money for charity — much different than your typical walk-a-thon, jog-a-thon, swim-a-thon, or even volleyball-a-thon.

Doherty Memorial High School Spanish teacher Judy Armen thought it might be fun to have a talk-a-thon, where her students would pledge to speak Spanish for the day. She threw out the idea to her classes and the response was enthusiastic.

They put together a pledge sheet and had a contest to name the event with the results being "Habla-thon" ("hablar" means "to speak" in Spanish.) Permission was granted from the school administration, and students went out and collected pledges

“ It has been most gratifying to me to stand in the hall or in the classroom and hear kids speaking, comparing and contrasting their languages. ”

Judy Armen
Doherty Spanish teacher

from sponsors. The turnout was quite impressive and the event was a huge success. Proceeds went to local charities chosen by the participants and the students were proud to show off their linguistic skills, knowing they were helping others.

Somewhere along the line, Armen and her students decided to open up the Habla-thon to any student wishing to speak a second language, and even had a contest as to what to name this multicultural activity. By then, however, the term "Habla-thon" was so well established that the old title reigned.

"So, here we are 17 years later celebrating our diversity at Doherty," said Armen. "During our last Habla-thon we had almost 200 participants representing over 20 languages from Spanish to Albanian, Twi, Arabic, and more. It has been most gratifying to me to stand in the hall or in the classroom and hear kids speaking, comparing and contrasting their languages. It's also great to know that through their unselfish efforts and their generous sponsors we have been able over the years to help — at least in a small way — the homeless, disabled veterans, sick or needy children, victims of natural disasters, and domestic and wild animals."

Saturdays are made for English

ELL: from Page 1

I made the case to the superintendent to expand the program to three high school (ELL) teachers, one middle school teacher and two elementary teachers.”

Carrigo merged the New Citizens Program with another curriculum she launched at South High in 2005 called Entry Way, designed for older students with little or no English skills, and the programs moved this year to the Chandler Magnet School to form the Excellence for English Language Learners Program.

The program serves about 200 students of various heritages, with a growing population from African nations. The Saturday classes are funded by a \$38,000 state grant and give those who need additional instruction the time to catch up.

“These are children with gaps in their formal education . . . We’re not just getting them up to speed academically, but teaching them the whole culture of schooling, that they have to raise their hand to go to the bathroom, cannot leave school anytime they want, and how to behave on a bus,” Carrigo said.

“The children often bring skills that aren’t credited,” she added. “Some have built their own home in a refugee camp, have walked four miles for water and then stood in a line because there was a shortage.”

Their resilience, she said, is what makes most of the students eager and committed to the challenge of learning English.

“I’m not a big fan of standardized testing, but we do want to keep the students until they pass (MCAS). The tests tell us if they need a little more time, and we give them that time if they don’t drop out. We don’t want to shuffle these students through because they’ve turned 18,” Carrigo said.

Carrigo, a former professor at Texas Tech who also worked in Los Angeles schools and later as director of English Language Development for New York City schools, said she finds her work in Worcester Schools most rewarding.

“In New York City there are 1,358 schools and as an administrator I never got to see the kids . . . Here, Saturday is my time to spend with the students . . . All of us, the teachers and volunteers, adore what we do,” she said.

Superintendent Dr. James Caradonio said Carrigo, “has developed a program that meets the needs of young men and women who, through no fault of their own — many times because of a political situation in their homeland — lacked the opportunity (for education).”

The final Saturday session this year is June 16. Classes will resume in the fall.



2007 South High seniors Jorge Castillo, left, and Nana Amoah will attend Yale and Dartmouth, respectively, in the fall.

League of their own: Three 2007 graduates are going the Ivy route

IVY LEAGUE: from Page 1

degree in accounting at Worcester State College, and Amoah made his mark in the Worcester Public Schools.

He excelled at South High, taking four Advanced Placement (AP) courses in his senior year. He also emerged as a student leader, active in the National Honor Society and serving on the Executive Board for the senior class.

“I’ll never forget the friends I’ve made and the dreams we shared, sitting down and planning senior activities, solving problems and learning from one another’s cultures and different approaches,” said Amoah. “This high school experience was completely new to me. The academic standards and the access to technology and the Internet are things I would not have had in Ghana.”

If the transition to the U.S., the English language and “teenage Americana” were somewhat of a culture-shock for Amoah, so was the college admission process.

“I had a vague idea of what I wanted to do, so the moment I came here my junior year, I talked to a guidance counselor who was able to direct me to college lists, application packets and the interview process,” said Amoah.

When his acceptance packet arrived, it was a moment of victory for the determined scholar.

“I was thrilled,” said Amoah. “My family didn’t believe that I could get into an Ivy League school, seeing that I was not fluent in English and only had two years in a U.S. public school. But I believed in myself and did it anyway.”

At Dartmouth, Amoah plans to major in biomedical engineering and economics. He hopes to return to Ghana as a medical

practitioner or researcher.

“With a broad knowledge of technology and medicine, I want to be able to go back to Ghana and help move the culture forward,” said Amoah. “Many of the third-world countries don’t have the resources or the technology that they need, so it’s essential for some of us to go in and help.”

JORGE CASTILLO

South High senior Jorge Castillo will take his place next year at Yale University. Castillo applied and was accepted through the school’s early-action program.

“It was so exciting when I got in,” said Castillo. “When I visited the campus in October, I knew I really wanted to go there. It’s top-notch in everything, plus it’s still close to home.”

Home for Castillo is Worcester, where he was born and raised. His parents moved from Puerto Rico to Worcester 20 years ago to begin a new life and start a family. Castillo attended City View Elementary and Sullivan Middle before entering South High, where he played baseball, basketball and golf. He was also a member of the band, in which he played the saxophone. Taking on a challenging course load, he enrolled in seven AP classes from his sophomore year to his senior year. This year alone, he took three AP courses.

At Yale, Castillo plans to major in history — a favorite subject of his, thanks to history teacher Ron Levine, who inspired him.

“I learned so much from him, and he was the one who really encouraged and advised me to apply myself and look into Yale,” Castillo said.

Castillo will also pursue journalism, in hopes of becoming a sports journalist or sportscaster.

STEVE NGUYEN

North High senior Steve Nguyen, born and raised in Worcester, will attend Cornell University in the fall. Nguyen, who also attended Worcester East Middle School, is proud of his public school background.

“The Worcester Public Schools offers a lot of things besides academia, experience-wise,” said Nguyen, the son of immigrant parents. “I’ve learned a lot of real-world, life lessons that will guide me in this next phase of my education. It’ll be a completely new, clean slate. I’ll be right back at the bottom, climbing the ladder again.”

Nguyen, who admits he wasn’t always so focused, has transformed over the past four years into a poised and goal-oriented individual.

“Looking back, the best thing has been watching myself grow,” he said. “Freshman year I was a complete rebel, and now I’m headed to an Ivy League school. I always had an idea of where I wanted to be, but I think the turning point was when I realized what I needed to do to push myself forward.”

An avid musician, Nguyen plays the guitar and piano and has taken a recent liking to jazz. He was a member of the varsity track and cross country teams at North High, and also enjoys basketball and tennis. In his senior year, Nguyen was enrolled in four AP courses and completed a sleep study internship at UMass Medical School. The real-world experience strengthened Nguyen’s desire to pursue a medical career as a physician.

New North High is on the horizon

BY BILL BROTHERTON

Last fall, city leaders and educators were celebrating the news that their hard work had paid off: A state-of-the-art North High School was finally going to be built. The project, stalled since 2000 due to lack of funding, was the first statewide to receive a coveted low-interest loan from the Massachusetts School Building Authority.

And although the start of the project has been delayed a bit longer, progress continues to be made.

Paul Moosey, assistant commissioner of public works for the City of Worcester, said “work continues on a daily basis.” A project management company recently was hired to work with the city. Design updates to the initial 2000 plan are moving ahead, as is finalizing a funding schedule and hiring suppliers.

Moosey said the project will involve four phases: work at the site; construction of the new school building, probably beginning about this time next year; tearing down the existing North High building; and improvements to the exterior,



The North High School building project is back on track.

including athletic fields and parking lots.

The new school will be adjacent to the current North High.

The project was temporarily put on hold, due primarily to inflation. The North High project was estimated to cost \$51 million back

in 1999. Today, it will cost about \$72 million and is being financed with a package of state building assistance grants and loans plus local funding.

It's more of a challenge to bridge those funding gaps today, but city leaders always seem able

to find a way as evidenced by the new \$90 million Worcester Vocational Technical High School on Skyline Drive. In the past 20 years, the city has built nine new schools and renovated another. After reimbursements, Worcester's total cost was about \$24 million.

Worcester's students certainly deserve a new North High School. In 1980, North High was moved from Salisbury Street to the then-37-year-old Harrington Way Junior High. The present building can no longer accommodate the future needs of its students.

Burncoat High juniors get taste of college life

BY CAITLIN BOWLER

This spring 15 juniors from Burncoat High School participated in the first Junior Achievement Academy, heading to Assumption College twice a week for 13 weeks to receive instruction in financial literacy and workplace readiness and get a glimpse of what college is like.

Junior Achievement of Massachusetts organized the program, which partners public high schools with a local college and a corporate sponsor to create a learning opportunity for motivated students whose natural path through high school may not necessarily lead to college.

Administrators at Burncoat were asked to identify 15 participants in the AVID program — Advancement Via Individual Determination — who may have the ability and skills to go to college, but who may not go as a natural progression.

“The students self-selected to be in AVID, so they're already very motivated,” said JA President Deb Hopkins.

Once selected, the group of students was transported by bus to Assumption where instructors from Hanover Insurance worked with the students for the first portion of the session,

teaching Junior Achievement's nationally recognized financial literacy curriculum.

In the second half of each bi-weekly session, Assumption students studying service learning took over and led a variety of sessions designed to familiarize the students with the college application process as well as the opportunities available to college students.

Sessions, which were held in the main building of the student union, included presentations by editors from the school newspaper, the president of the Black Students Association, and the student coordinator for intramural sports.

Other sessions were focused more on the college application process, discussing in detail the various steps that students would need to take in order to apply. Assumption's director of admissions led one session and talked to students about what admissions departments were looking for and how students could put together the most compelling application. Financial aid was another topic.

“The students involved in the JA academy have a new enthusiasm for college. College now seems not only real to them but also attainable to them,” said AVID district director Patricia Clancy.

The third component to the JA Academy curriculum is a coordinated agreement with YouthWorks, managed by Worcester's Building Bright Futures With Youth, which guarantees placement in part-time jobs over the summer.

The JA Academy begins in the spring semester

of junior year and continues through fall of senior year, so that students have guidance as they assemble their college applications.

South High School had 24 students participate in another JA Academy program at Worcester State College.



Burncoat High juniors participated in the first Junior Achievement Academy at Assumption College to get a glimpse of college life.

WORCESTER DIRECTORY SCHOOLS

North Quadrant

Donald Kelly, Quadrant Manager
(508) 799-3221

High school

North High School

Dave Ellworthy, Principal
150 Harrington Way, Worcester 01604
(508) 799-3370

Middle school

Worcester East Middle School

Rose Dawkins, Principal
420 Grafton St., Worcester 01604
(508) 799-3430

Elementary schools

Belmont Street Community School

Dr. Susan Proulx, Principal
170 Belmont St., Worcester 01605
(508) 799-3588

City View School

Albert Ganem, Principal
80 Prospect St., Worcester 01605
(508) 799-3670

Grafton Street School

MaryAnn Binkoski, Principal
311 Grafton St., Worcester 01604
(508) 799-3478

Lake View School

Margaret Bondar, Principal
133 Coburn Ave., Worcester 01604
(508) 799-3536

Rice Square School

Kathleen Valeri, Principal
76 Massasoit Road, Worcester 01604
(508) 799-3556

Roosevelt School

Mary Meade-Montague, Principal
1006 Grafton St., Worcester 01604
(508) 799-3482

Union Hill School

Denise Bahosh, Principal
1 Chapin St., Worcester 01604
(508) 799-3600

South Quadrant

Margaret Venditti, Quadrant Manager
(508) 799-3264

High schools

Claremont Academy

June Eressy, Principal
15 Claremont St., Worcester 01610
(508) 799-3077

Comprehensive Skills Center

Timothy Whalen, Coordinator
120 Granite St., Worcester 01604
(508) 799-3476

South High School

Maureen Ciccone, Principal
170 Apricot St., Worcester 01603
(508) 799-3325

University Park Campus School

June Eressy, Principal
12 Freeland St., Worcester 01603
(508) 799-3591

Worcester Alternative School

Dr. Michael O'Neil, Coordinator
22 Waverly St., Worcester 01604
(508) 799-3245

Middle school

Sullivan Middle School

Robert Jennings, Principal
140 Apricot St., Worcester 01603
(508) 799-3350

Elementary schools

Canterbury Street Magnet School

Elizabeth Army, Principal
129 Canterbury St., Worcester 01603
(508) 799-3484

Columbus Park Preparatory Academy

Dr. Dolores Gribouski, Principal
75 Lovell St., Worcester 01603
(508) 799-3490

Gates Lane School

Bette Carr, Principal
1238 Main St., Worcester 01603
(508) 799-3488

Goddard School

Marion Guerra, Principal
14 Richards St., Worcester 01603
(508) 799-3594

Heard Street School

Thomas Brindisi, Principal
200 Heard St., Worcester 01603
(508) 799-3525

Quinsigamond School

Debbie Mitchell, Principal
14 Blackstone River Rd., Worcester 01607
(508) 799-3502

Vernon Hill School

Joanna Bowolick, Principal
211 Providence St., Worcester 01607
(508) 799-3630

Woodland Academy

Patricia E. Padilla, Principal
15 Claremont St., Worcester 01610
(508) 799-3557

Burncoat Quadrant

Margaret Venditti, Quadrant Manager
(508) 799-3264

High school

Burncoat High School

John Bierfeldt, Principal
179 Burncoat St., Worcester 01606
(508) 799-3300

Middle school

Burncoat Middle School

Lisa Houlihan, Principal
135 Burncoat St., Worcester 01606
(508) 799-3390

Elementary schools

Burncoat Street Preparatory School

Ann Swenson, Principal
526 Burncoat St., Worcester 01606
(508) 799-3537

Clark Street Developmental Learning Center

Marie Morse, Acting Principal
280 Clark St., Worcester 01606
(508) 799-3545

Lincoln Street School

Elaine de Araujo, Principal
549 Lincoln St., Worcester 01605
(508) 799-3504

McGrath Elementary School

Dr. Deborah Sinkis, Principal
493 Grove St., Worcester 01605
(508) 799-3584

Norrback Avenue School

Deborah Daley, Acting Principal
44 Malden St., Worcester 01606
(508) 799-3500

Thorndyke Road School

Elaine Zingarelli, Principal
30 Thorndyke Road, Worcester 01606
(508) 799-3550

Wawecus Road School

Kathleen Dion, Principal
20 Wawecus Road, Worcester 01605
(508) 799-3527

Worcester Arts Magnet School

Susan O'Neil, Principal
15 St. Nicholas Ave., Worcester 01606
(508) 799-3575

Doherty Quadrant

Donald Kelley, Quadrant Manager (508)
799-3221

High school

Doherty Memorial High School

Sally Maloney, Principal
299 Highland St., Worcester 01602
(508) 799-3270

Middle school

Forest Grove Middle School

Maureen McCullough, Principal
495 Grove St., Worcester 01605
(508) 799-3420

Elementary schools

Chandler Magnet School

Ivonne Perez, Principal
525 Chandler St., Worcester 01602
(508) 799-3452

Chandler Street Elementary School

Mark Berthiaume, Principal
114 Chandler St., Worcester 01609
(508) 799-3572

Elm Park Community School

Ruthann Melancon, Principal
23 N. Ashland St., Worcester 01609
(508) 799-3568

Flagg Street School

Dr. Sheila Graham, Principal
115 Flagg St., Worcester 01602
(508) 799-3522

Jacob Hiatt Magnet School

Patricia Gaudette, Principal
772 Main St., Worcester 01610
(508) 799-3601

May Street School

Dr. Karrie Allen, Principal
265 May St., Worcester 01602
(508) 799-3520

Midland Street School

Patricia McCullough, Principal
18 Midland St., Worcester 01602
(508) 799-3548

Nelson Place School

Malachi Kelley, Principal
35 Nelson Place, Worcester 01605
(508) 799-3506

Tatnuck Magnet School

Thomas Pappas, Principal
1083 Pleasant St., Worcester 01602
(508) 799-3554

West Tatnuck School

Steven Soldi, Principal
300 Mower St., Worcester 01602
(508) 799-3596

Technical

Albert Vasquez, Manager of Secondary
Initiatives/Technical School, (508) 799-
3499

Worcester Technical High School

Sheila Frias, Principal
1 Skyline Dr., Worcester 01605
(508) 799-1940



All aboard the prom express

Rather than limousines or cars, Burncoat High School students opted for a more modest means of transportation to get to their prom, renting a school bus.

PHOTO COURTESY OF WORCESTER TELEGRAM & GAZETTE

AROUND WORCESTER SCHOOLS

Elementary Schools

Chandler Elementary School

Eager groups of sixth-graders have participated in the Weed and Seed Mock Trial Initiative for the past two years. The program is conducted under the auspices of the Worcester County District Attorney's office. Assistant District Attorney Julie Lesure and Officer John Mahan are the guiding forces behind this great learning experience. Lesure and Mahan meet weekly with the students to explain the judicial system and to coach them as they undertake assembling a plausible case scenario. Students then assume the roles of various participants in the adjudication of the case. This past year, the students were privileged to try the case in the U.S. District Courthouse.

Clark Street School

As we end the school year, Clark Street School reflects back on all the accomplishments made over the 2006-2007 school year. We have begun a library improvement program with the help of our PTO. Many new titles have been purchased for the enjoyment of our readers. We have worked to improve the outside landscaping and have purchased a new sign to communicate with our community. Our staff has worked to refine and improve instruction through a variety of professional development initiatives and we have offered many field trips so that our students could experience the walls beyond our school. We have fostered the development of fine arts through many musical performances and a school-wide visual arts show.

Flagg Street School

Museum Night at Flagg was held on May 30 with the school transformed into a world-class art gallery featuring the works of budding 21st-century artists. All this was made possible through a Worcester Educational Developmental Foundation grant. Grant monies made it possible for our art teacher in conjunction with teachers in grades K-6 to integrate activities that correlate to the expectations of the Worcester Public Schools English language arts and art curricula. Students studied the style and history of famous artists including Degas, Van Gogh, Georgia O'Keefe, and Henri Matisse to create original designs.

Heard Street Discovery Academy

Heard Street Discovery Academy had a fantastic school year. For many years we were a very small urban school. Our population increased significantly this year as a result of the closing of New Ludlow Street Elementary School. We were very fortunate to have the room to accept more than 80 children from New Ludlow Street. What fantastic, hard-working children! Their work ethic and motivation to learn blended so nicely with the students at Heard Street Discovery Academy making it a very smooth, cohesive transition. We now have almost 300 students and we are so pleased to have the new students and parents working together to continue to strengthen our school community.

Jacob Hiatt Magnet School

The Jacob Hiatt Magnet School community is extremely proud of its accomplishments in its first year of implementation of the Mass. Department of

Education's Expanded Learning Time initiative. In redesigning our school day, we have focused on our school improvement goals, implementing rigorous learning experiences to increase the academic achievement levels of all students across all subject areas. We have increased our academic learning time dedicated to instruction in core academic areas by 30 percent and have added enrichment modules facilitated by local cultural institutions and artists in partnership with classroom teachers.

May Street School

May Street embarked on several new initiatives this year. First, we continued a previous Mill Swan tradition by working with the women's soccer team from Clark University in Kick Up the Writing. This collaborative writing project involved students in grades 4-6 and Clark players who focused on editing, topic development and grammar. Thanks to a grant from the Metropolitan Opera Guild, students in K-2 participated in "Urban Voices," a choral music program that introduced students to a variety of musical genres each week, while instrumental lessons were introduced to intermediate students.

Nelson Place

Located in the northwest quadrant of Worcester, Nelson Place prepares students to become self-directed, lifelong learners, skilled communicators and critical and creative thinkers. The students at Nelson Place benefit from a very active PTO, which provides many enrichment opportunities. The curriculum offers many enhanced programs such as Four Square Writing, Handwriting Without Tears, Junior Achievement, American Sign Language Chorus and Renzulli Learning. Some of the family activities include Build-A-Book, Pumpkin Night, Worcester Tornadoes Night, grade-level family activities and Community Clean-Up.

Quinsigamond School

Quinsigamond School is sponsoring an American Cancer Society Relay for Life Team for the second year in a row. More than 40 staff members and friends have agreed to take turns walking the track at Quinsigamond Community College for 24 hours in an attempt to raise awareness and funds for cancer research. On March 28, two very special members of our school community lost their battles to cancer. Our team this year will be named in their honor. To date, we have raised almost \$6000. Anyone wishing to contribute to Smile for Kyel - Hats off to Mrs. Thorell Relay for Life team, please feel free to contact the school for more information.

Tatnuck Magnet School

Tatnuck Magnet School faculty coordinated home-school activities throughout the year. Reading is cool, Keep Math Alive and the Global Challenge were activities that required 10 minutes of student-parent work each night in pursuit of mastering basic skills in reading, math, and geography for each grade level. Together we can!

Union Hill

Union Hill School students have completed the MCAS and MAP testing and are now anxiously awaiting field trips to various places which complement subjects students have been studying in class. Students will also take part in a school wide spree day at Vernon Hill Park.

Worcester Arts Magnet School

The students at Worcester Arts Magnet School had a busy year learning grade-level standards in and through the arts. As part of their world geography studies, students in grade 6 learned about African drumming and hosted "Our Roots Are Showing," a radio show of music from around the world that was played and sung by students in all grades. This program was a takeoff on National Public Radio's weekly show "From the Top." Students in grades three and five continued a partnership with Preservation Worcester studying local historical buildings. With the visual arts teacher, students then created post-

cards of historic buildings in the city. The drawings will be reproduced as postcards and note cards. Students are also creating a living museum to explain local architecture and landmarks to other students and their parents. The Boston Society for Architecture funded this project.

Worcester Public School I

The A.L.L. elementary school has experienced continuous growth throughout the 2006-07 school year. As of July 1, our new school name will be Woodland Academy. Our main entrance is located on the Woodland Street side of the building. We would also like to proudly celebrate the significant academic gains our students have achieved throughout this school year. As our school community continues to foster students' academic growth and the development of respectful community members, we look forward to the many learning experiences the next school year brings.

Middle Schools

Burncoat Middle

Burncoat Middle School was the recipient of a grant from the United States Golf Association and the 21st Century Community Learning Center from the Mass. Department of Education that was used to introduce golf and a caddy program to the entire student body. Matt Moison, the golf pro at Green Hill Municipal Golf Course, taught golf to all of the physical education classes at BMS for two weeks in December 2006. From these classes, 26 students were selected to participate in an after-school caddy program. The students learned what the job of a caddy entails and they also worked on their golf game. At the completion of the program each student received a free set of golf clubs and a summer golf membership to Green Hill Golf Course. The students, 15 boys and nine girls, started working at the golf course Memorial Day weekend. They will work Saturday and Sunday throughout the summer. The student caddies also developed a yardage book that will be sold at the clubhouse throughout the season. The money earned from the sale of these books will be used to fund a college caddy scholarship for students who have participated in the program.

Forest Grove

Joanna Mulkern, reading teacher at Forest Grove, read a Boston Globe article with her students about the Lost Boys of Sudan last fall. The teacher and class investigated further and arranged to have one of the lost boys, Isaac, come to visit Forest Grove. Isaac gave a presentation and showed beautiful pictures of Sudan. Ellen Morgan of Beth Israel Hospital accompanied Isaac and has been instrumental in sharing the story of the lost boys. Students in her reading class sent a soccer ball to the children in Isaac's village. They traced the journey of the soccer ball through a geographical map hung on their cluster wall. On May 24, the students invited Isaac back to Forest Grove for their presentation of "Building Characters," a number of original skits composed by Mulkern and her husband. The theme of the skits reflected the trials and tribulations of being a pre-adolescent today. The public was invited and the class raised \$130 to help the people in Isaac's village build a school for the children.

Worcester East Middle

Worcester East Middle School entered the regional science fair at Worcester Polytechnic Institute on May 2. Under the leadership of Ms. Solomon, science department head, and Mr. Fain, science teacher, 13 students submitted science projects. It was a very exciting day for all our students because they were competing with a large number of middle school students from around the region. Each entry was examined by three judges. Two of our students, William Rosales and Gloria Plange, placed second and fourth, respectively, in the competition.

2007 Summer 21st Century Community Learning Center Programs

The following sites will have morning academic programs:

A.L.L. School
Belmont
Burncoat Middle
Canterbury
Chandler Elementary
Chandler Magnet
City View
Elm Park
Goddard
Grafton Street
Quinsigamond
Sullivan Middle
Union Hill
University Park Campus
Worcester East Middle

The program will operate from 8 a.m. to noon on the following dates:

June 19-21
June 26-28
July 2 and 3
July 10-12
July 17-19

2007 Summer Community School Programs

Canterbury Street School
Noon - 8 p.m.
Chandler Elementary
Noon - 7 p.m.
Clark Street School
Noon - 7 p.m.
Elm Park Community School
Noon - 7 p.m.
Quinsigamond School
Noon - 7 p.m.
Sullivan Middle School
Noon - 7 p.m.
Worcester East Middle
Noon - 7 p.m.

All sites will be in operation for the following dates:

June 19-21
June 26-28,
July 2 and 3
July 9-11
July 16-18

2007 No Child Left Behind School Report Cards

The 2007 No Child Left Behind School Report Cards are available on the Worcester Public Schools website — www.wpsweb.com. You are able to print a copy from the website. If you do not have Internet access, hard copies of the report card are available in the main office at every school building.

No Child Left Behind School Choice and Supplemental Educational Services

We will be including a notice regarding specifics for NCLB school choice and NCLB supplemental educational services in the final report cards for all elementary students attending No Child Left Behind identified schools in need of improvement. If you would like more information about either of these programs, please call Janet Lyons, Title I Coordinator, at 508-799-3110, or email lyonsj@worc.k12.ma.us by Tuesday, July 31, 2007.

SPORTS

THE WORCESTER EDUCATOR

Winning ways

Levine teaches players what it takes to succeed in sports, life

BY RICH FAHEY

In 40 years of coaching boys and girls at many levels and in many different sports, Ron Levine has learned many things. One of the most important is that what makes an athlete a winner doesn't necessarily have all that much to do with his or her skill level.

Levine said he has seen example after example while coaching the South Community High girls tennis team for 16 years. He recently retired as boys soccer coach at the school after 16 years and will leave the girls tennis job after next season. He has also coached girls basketball at South.

"Many times, my girls walk off the court winning matches they have no business winning," said Levine, speaking after a recent win over Doherty Memorial High, which ran South's record to 11-3 in inter-city high school competition this year. South has won five city titles and shared four others during his tenure.

Levine, who also teaches social studies and AP History at South, said his players often triumph by outthinking or outworking an opponent, improvising and just knowing how to play the game. Having a bulldog-like tenacity on the court doesn't hurt, either. To wit: One of his singles players recently lost in straight sets in a match that took about an hour. In a rematch a few weeks later, the South player triumphed after three hard-fought sets that took almost three hours.

Levine has a firm no-cut policy for his team. "As long as the girls come to practice and continue to develop their skills, they're welcome," he said. Thus he has had 34 girls participate this spring, some on a developmental squad that allows them to hone their skills while playing exhibition matches against girls from other teams.

Most South players won't go on to compete in college or beyond, but that doesn't mean they haven't learned something important during their competitive years.

"They're learning a game for life," Levine said. "When they go to college, they can put a notice on

the bulletin board: 'tennis matches wanted.' It's a great way to meet people and make friends."

Sportsmanship is another life lesson being learned.

"It's a big part of high school tennis," said Levine, noting that the girls essentially referee their own matches unless a dispute erupts. "The girls are taught not to call a ball out unless they're sure they've seen it go out. They also know to watch their manners on the court."

Levine is also proud that his team's combined GPA is about 3.6.

First singles Evelyn Burgos, a tenacious player, has moved up from third singles this season and had a winning record. Fellow senior Aleffia Jafferji also had a winning record in her second year at second singles, while third singles Donna Tran, a junior who started with the program as a freshman, had an 8-5 record in her first 13 matches in her first year as a singles player.

The first doubles team of Alyssa Chanthavong and Herma Gjinko was 10-3 after 13 matches and Alyssa had also won twice filling in at first singles. The second double steam of seniors Alyssa Coyle and Thao

Nguyen
has

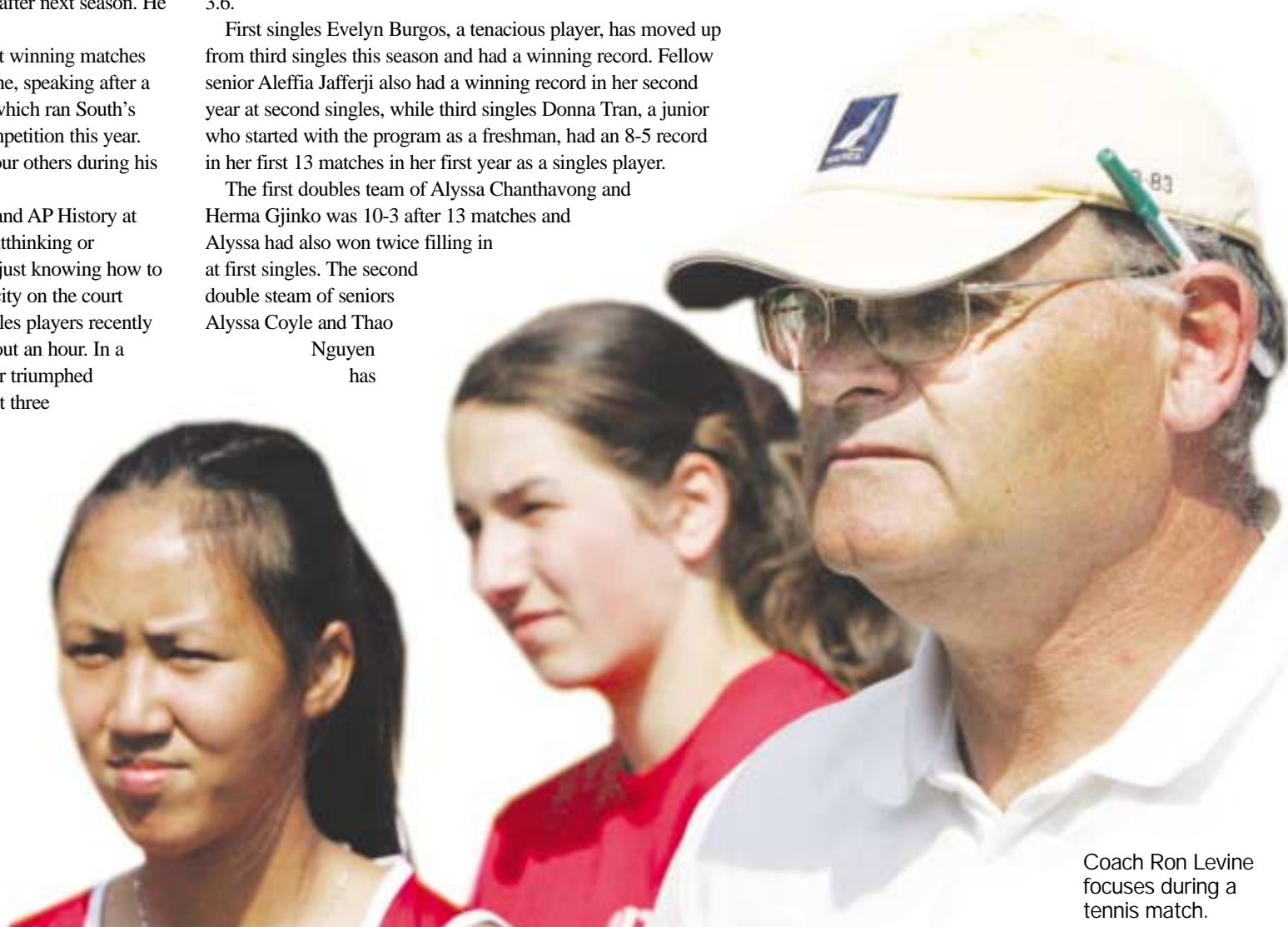


Seniors on the South High tennis team include, from left, Thao Nguyen, Alyssa Coyle, Herma Gjinko, Alyssa Chanthavong, Alefia Jaffarji, and Evelyn Burgos.

also come up big with a 12-2 record.

Levine has honed his coaching skills by playing recreationally, watching the professionals, studying videos and picking up pointers wherever he can. He started out coaching Little League almost 40 years ago and one thing has remained constant through the years.

"There is no better moment as a coach than when you show a player something, and they find they can go out and do it themselves. That's what it's all about," he said.



Coach Ron Levine focuses during a tennis match.