

# SPECIAL NCLB ISSUE!

## The Journal

EMPIRE STATE SUPERVISORS  
AND ADMINISTRATORS ASSOCIATION

VOLUME IV ISSUE 1 • FALL 2003

### RECENT SETTLEMENTS

Bob Saperstein

### NCLB: No Private School Left Behind?

Just after school opened this year, Bill Collins, former Mayor of Norwalk, Conn., broadcast a hard hitting commentary on Connecticut PBS about No Child Left Behind. Bill reviews what we know: that poor districts don't meet federal standards; that next summer, these schools will be ordered to provide tutoring and to offer kids a transfer to a better school in town. But the "real mischief," according to Collins, begins down the road with "the final sanction": cities will be ordered to give  
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### SCARSDALE NEGOTIATES FIRST \$190,000 PRINCIPAL; COULD REACH ALMOST \$200,000

The Scarsdale Principals Association recently negotiated the most lucrative contract in New York State history. The contract, a version of ESSAA's Executive Recruitment and Retention Compensation Plan, will result in the High School Principal earning between \$190,000 and \$200,000 by the end of the its fifth year. The variation will depend on the CPI in the last two years of the contract.

The Middle School Principal's salary will reach between \$180,000 and \$185,000. The Elementary Principals top salaries will be between \$170,000 and

\$175,000. The senior High School Assistant Principal's salary with longevity could reach \$180,000.

Scarsdale Association President Corwith Hansen unequivocally stated, "We couldn't have done this without our ESSAA attorney who negotiated this great package. Whenever I look at my paycheck it reminds me how glad I am that we left SAANYs."

President Hansen continued, "The beauty of the salary package developed by ESSAA, the Executive Recruitment and Retention Plan, is that our members on average are receiving raises of \$10,000 a year on public percentages of 3.5% & 3.75%."

For the record, ESSAA notes that the rumor that Commissioner Mills applied for an AP position in Scarsdale is not true. [Or if true, he didn't get an interview.]

### Kappan Poll Hits Bush Legislation

There were a few real shockers in the 35th Annual Phi Delta Kappa/ Gallup Poll of "Public's Attitudes Toward the Public Schools" which appeared in the September issue of Phi Delta Kappan ([www.pdkintl.org](http://www.pdkintl.org)). Among them, a majority of Americans know very little or nothing at all about NCLB, but even so, reject the strategies recommended in the landmark education bill.

Sixty-nine percent of those polled say they lack the information needed to decide whether they approve or disapprove of NCLB. Thirty-six percent claim to know nothing at all about the legislation.  
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### GREENBURGH 3 YEAR CONTRACT AT 20%+

The Central Seven Administrative Organization successfully negotiated a three year contract which generates over 20% for the Association membership. For the Greenburgh administrators this was their second contract under the ESSAA Executive Recruitment and Retention Compensation Plan.

The Executive Recruitment and Retention Plan is particularly well suited to assisting Boards of

*cont'd. page 8*

## From The President



Dear Colleagues,

Modern technology has gotten employment concessions from school administrators and supervisors that Boards of Educations were unable to get at the negotiations table. Five years ago any attempt from "The Board" to increase an employee's workweek by 5 or 10 hours would have been met with strong opposition, and a demand for increased compensation, commensurate with the increase in time. Likewise, the possibility of "The Board" increasing the workweek without us noticing it was next to impossible. Right? Wrong!!!

With the advent of the cell phone, beeper, and email, the life of the school administrator has changed significantly. Many of us have already become victims of an expanded workday. How many of us wander our school districts and communities like an educational version of ROBOCOP? We have our beeper strapped to our belt and our Nextel on our hip. These devices are on and ready for action. Call or beep us morning, noon, or night, regardless of where we are or what we are doing. We have become available 24/7. How about that E-MAIL? How wonderful; it can even be accessed from home whenever we are near our computer. Despite knowing that there will always be unfinished tasks on the job, we tell ourselves that we can get more done when we check our "e-mail" at home. But do we spend less time at our workstations because we can now work at home? I doubt it?

How many of us have increased our workweek by five or more hours thanks to these technological advances? Assuming that the answer is "Many", then the next question is obvious. How do we get adequate compensation for our expanded work year? Additional vacation days? A Technology stipend? Reduced time at our workstation? I don't have the answers, but it's time for us to start asking these questions. Certainly, this is something that should be kept in mind at the negotiations table. For those administrators and supervisors who have already addressed this concern, please send us a list of suggestions for the next newsletter, so we can share the information across the state.

Sincerely,



John F. Sullivan

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Seen Our Site Lately?

Check it for the latest news and information on ESSAA events statewide.  
[www.essaa.org](http://www.essaa.org)



## Editor's Welcome To The Membership:

As “Director of Communications” I have been given responsibility for the “*The Journal*” – our newsletter – if you don’t recognize the title - that you are this moment reading.

I’ve done this before – for other associations in other places – and if I’ve learned one thing, it’s that no one should underestimate the power of the pen.

“*The Journal*” does and will turn up in ten thousand places (allowing each of our 2600 members three opportunities to “share”). It exists to inform our mem-

bership, and to provide “talking points” around which our members can decide on their own individual, and possibly our association’s “official” position.

The “*Journal*” will print what you want it to print - mostly – and also what we think you need to know. The decision on where the balance will lie, is up to you. Feel free to email both *The Journal* and me at any time: [boblif@aol.com](mailto:boblif@aol.com).

And so the publishing year begins.

Robert A. Liftig

Editor, “*The Journal*”

## Surprise!? Business Already Profits From NCLB

If private schools might profit from NCLB legislation (see article, pg. 1), private American educational consulting firms also seem poised to cash in as well. Mississippi State, for example, is already advertising an MS degree program via distance learning in TIG (Teachers In Geosciences) it’s program ([www.mastate.edu/dept/geosciences/distance.html](http://www.mastate.edu/dept/geosciences/distance.html)). Its program promises to “make you a highly qualified earth science teacher” because “this bill asks states to put highly qualified teachers in every public school classroom with full state certification (sic).”

Then there’s something else called the “TransACT No Child Left Behind Parent Communication Center” reachable on the net at [www.mynclb.com/fr](http://www.mynclb.com/fr), which appears to offer at least two packages to school districts. Here’s how it introduces itself: “Welcome Federal Program Directors and Superintendents: Assure Parents (sic) Right to Know... We are here to help you.”

One way it intends to help parents is by reminding superintendents that “We are aware of the daunting task districts are facing as they attempt to comply with the many aspect of the NCLB. Many school districts nationwide must meet parent notification deadlines and are finding little assistance or success.”

### Enter TransAct

Its **NCLB** Parent Notifications in English plus Accountability and Compliance Guides (**AVAILABLE NOW!** Click on ...) also offers “Spanish **NCLB** Parent Notifications” – and costs districts a mere \$295. In addition (or as a bonus – I can’t tell), subscribers get a “Translation Library (TM) of Educational Forms: “a rich collection of over 60 forms translated into 22 languages.”

### AND THAT’S NOT ALL, FOLKS

The “Welcome to Fun-Education” site ([www.funeducation.com/statestandards/](http://www.funeducation.com/statestandards/) is also available – **BELIEVE IT OR NOT** – and, “for a very small investment the student will know what material is on these [standardized] tests, how these tests are formatted, and how to succeed on these essential tests.”

If you are still a Doubting Thomas, there are the testimonials:

From Matt P: “I found your on-line materials to be more than just test preparation – they have inherent educational value as an adjunct to traditional learning.”

From D. Hardwick: “I just wanted to thank you and tell you how excited my daughter was to receive the book. She sat right down and started practicing from the book after reading the tips with me. She seemed relieved to know we had a program to get ready so she can do her best. The online tests are great and this is a really neat program.”

And from K. Bates, the ultimate compliment: “After your outstanding customer support, I’m really curious now- how can you provide all of this for such a low price? After buying the book and online tests for my 2nd grader and using the materials over the past week, I’m ready for you to add my 5th and 8th graders to the account as well.”

## Teachers And Administrators Join Forces to Fight NCLB

In its recent publication, “NEA Today,” the National Education Association announced that it has been “forging working partnerships with other education groups to address common problems – especially those presented by NCLB legislation”.

In his “Viewpoint” column, NEA President Reg Weaver says:

“Administrators very much share our concerns about this new law...After all, the law imposes on administrators and educators alike a one-size-fits-all approach. It demands that all students meet the

same level of achievement in the same period of time. It forces many administrators to pressure teachers to teach to the test instead of giving students the individual attention they need. It flies in the face of everything both administrators and teachers know about quality teaching and meeting the individual needs of our students.

In addition, the law is all about Washington imposing not just tests, but also a whole new layer of regulations and paperwork. This robs both administrators and teachers of our time, our creativity, and our discretion as professionals... So it makes perfect sense for the administrators and NEA to team up to revamp this law – and that’s precisely what we’re doing”.

We have seen quite a few examples in recent years of teachers and administrators joining forces to address common problems. If bigger and better labor associations emerge because of NCLB, we will have – ironically – both Big Government and Republican George Bush to thank and blame.

### AFT’s Feldman Attacks NCLB Accountability

Sandra Feldman, President of the AFT, also weighed in on NCLB in her speech to the 2003 Summer QuEST conference. Feldman, according to the AFT’s American Educator Magazine, believes that the new law is BOTH an “obstacle to improved education” AND “an opportunity to more tightly focus schools on the most important educational aims and strengthen the growing public confidence in public schools.”

Feldman strongly attacks the accountability portion of the law – especially its formula for Adequate Yearly Progress (AYP):

“This means that schools whose students are way behind from the start have to make far, far more annual progress – both on average and with each of their subgroups – than schools already at or beyond the state’s starting point. Indeed, the experts told us – and we and they tried to tell Congress – that this AYP formula is not only statistically stacked against diverse schools; it also calls on most high poverty schools – with their well-documented lack of resources – to achieve a rate of academic progress that has never before been seen – not in our most advantaged schools and not even in so-called world-class systems.”

### Is Tracking In (Again)?

Administrators who have just mastered their Superintendents’ enthusiastic spiels for “detracking,” may have to dust off their old arguments for doing the opposite, if Dirk Olin’s September 28, 2003 article in the New York Times Magazine accurately reflects the sorry state of educational philosophy:

... in recent years a number of educational theorists have come to the defense of tracking, and the many parents who resisted the reformation (perhaps believing their own children would excel in the higher tracks). According to Tom Loveless, a former professor of public policy at Harvard who directs the Brown Center on Education Policy at the Brookings Institution, studies show tracking can help the highly placed while remaining largely neutral in its effects on those in lower strata.

In 1848, Horace Mann called public schools in America ‘the great equalizer’. Cleaving to that vision, however, brings up the question: At what point do we allow for – much less encourage – the pursuit of excellence? It is beyond dispute that tracking must avoid deterministic straitjacketing by allowing for ‘retracking’.

The Times recommends reading the following:

“Keeping Track,”  
by Jennie Oakes

“Bridging the Achievement Gap,”  
edited by Tom Chubb  
and Tom Loveless.

“Turning Points: Preparing  
American Youth for the 21st  
Century,” from the Carnegie  
Council on Adolescent  
Development

[www.brookings.edu/browncenter](http://www.brookings.edu/browncenter)

[www.TeachingToChangeLA.org](http://www.TeachingToChangeLA.org)

“The Tracking Wars: State Reform Meets School Policy” Tom Loveless (Brookings Institution Press, 1999)

*Editorial:*

## **The 1938 Hurricane and No Child Left Behind**

This summer marks 65 years since the Great Hurricane of 1938: perhaps the worst natural disaster ever to hit the East Coast. The nascent National Weather Service being what it was back then, a Florida weatherman named the storm a “hurricane,” and expected it to cause disaster there. A Washington weatherman ignored the Florida warning and downgraded it to a “storm”.

When all Hell broke loose, the entire Northeast was taken by surprise. Tidal waves up to 80 feet high wiped away vacation homes from Long Island through New England. Flood tides welled up and strangled major Northeastern cities. They were even scraping salt off the windows near Lake Champlain – salt blown there from the ocean by the unexpected storm.

I don’t know if the No Child Left Behind legislation which took effect January 1, 2002, has put us in a similar situation, but, as this issue of “*The Journal*” should make clear, the “sneak attack” many people didn’t notice two years ago, seems to have brought with it a hundred unexpected ramifications – mostly for school administrators who are saddled with the responsibility of “compliance.”

Professional organizations and journals around the country have only lately begun disseminating and discussing NCLB, and so “*The Journal*” does the same in our current issue. Does this mean that the Republican Bush administration slipped “Public Aid to Private Education” through in the aftermath of 9-11? Does this mean that Big Government Democrats overpowered the Small Government people Republicans? Does this mean you should or should not vote for someone or someone else in the next election?

I have no idea.

However, “*The Journal*” thinks there is an awful lot of speculation around about the ramifications of this legislation for administrators, and that you should know about it.

Wherever possible, as we surf the educational websites and journals, we have included internet addresses. And whatever reactions you would like to share them with your fellow ESSAA members, we urge you to share it with them in upcoming issues.

Sixty-five years ago, what was expected to be a simple storm, ended up flooding the Main Streets of a thousand American cities, towns, and villages, and it took five years to clean up the mess. Washington didn’t call it right then, and the people paid for it. Let’s hope this isn’t happening again.

R.A.L.

## **ESSAA/CNYSAA Regional Workshop “Had Enough?”**

Syracuse Wyndham Hotel  
Tuesday, September 30, 2003

A regional workshop sponsored by ESSAA and its regional group CNYSAA (Central New York Administrators and Supervisors Association) was held at the Syracuse Wyndham Hotel on Tuesday, September 30, 2003. Guest speakers were Anthony Laurino, Executive Vice-President, ESSAA, and attorneys Paul Derkasch and Kevin Martin.

Mr. Laurino discussed various bills before the New York State Senate and Assembly which cover such

topics as retired administrators re-employed as educators, credit for “federal teaching service” (i.e., VISTA) and other pension-related bills. Of particular interest to ESSAA is the issue of 10-month employees receiving the same yearly credit toward retirement as 12-month employees (administrators).

Mr. Derkasch and Mr. Martin covered legal and negotiating topics. Recent settlements have seen an average of 4% salary increase state-wide along with language addressing “comp time” for administrators who work beyond the regular school day.

The workshop was well attended and provided participants with needed legislative and legal updates important to our role as educators

## Pundits React To NCLB

Under the title “Lowering the Bar,” the editor of The Doyle Report (<http://thedoylereport.com>) has this to say in his October 13, 2001 commentary:

“As a device to give the impression of prowess, lowering the bar is among the oldest ploys in recorded history. Accordingly, it came as no surprise to see The New York Times reproachfully report that various states were doing precisely that, lowering the several bars set by NCLB so they could claim that they were in compliance....

I was surprised at the speed and brazenness of states and localities lowering standards to comply with NCLB. (I expected a decent interval of pious silence but that t’was not to be.)

In retrospect, of course, this explains precisely why NCLB garnered majority support in both houses of Congress, a sort of unholy alliance between Democrats and Republicans who rarely talk to each other let alone vote with each other. The key compromise that made the legislation palatable to Republicans was permitting states to set their own standards. It reconciles with a supposedly robust federal role with a century and one-half tradition of jealously guarded local control ... In this format, Uncle Sam says, in effect, ‘In exchange for my money, Thou shalt set standards using what ever cut-off point you like.’ A national watchdog with no teeth. One more example of form over function, political posturing rather than statesmanlike resolve. A long remove from the solutions we crave. Or is it?”

And if you want to read the full text of Rich Gibson’s skreel, “NCLB Will Fail in the Same Ways the Oil Invasion Failed But People Will Lose Until We Get Beyond Capitalism,” you can download it at [www.pipeline.com-rgibson](http://www.pipeline.com-rgibson), or simply satisfy yourself with the following tidbit:

“With NCLB, teachers will be more and more alienated from their kids, and each other. Some teachers in wealthy districts might actually do well, while teachers in poor and working class districts will suffer. Merit pay connected to test scores will buttress this. Even the most conservative citizens may be offended by the loss of local, and parental, control the NCLB represents – not allowing parents to opt children out of exams, for example. Some will raise hell and home school. Suits will be filed, to trail up to the stacked Rehnquist Court... NCLB, after all, was passed by the same bi-partisan congressional majority that leapt into the oil war. In some cases, the same companies, like McGraw-Hill, not only profited from the tax shift that ruined the schools they now say they will correct, but also profit from their ties to political leaders and they will be writing the textbooks in Iraq. NCLB and the oil invasions flow right into one another.”

### *Editors Note:*

*I once offered to teach a course at a local university entitled, “Politics In Education.” The course was rejected with the comment: “Students don’t need to know about that. It’s not important.”*

## Letters. We Got Letters ...

Check out [www.mynclb.com](http://www.mynclb.com) – a chart that lists some of the NCLB Parent Notifications Summary, Checklist and Timelines you and your district will be required to handle in the upcoming years. If we were hourly workers, this would be an overtime bonanza!

### NCLB Parent Notifications Summary, Checklist and Timelines

[www.mynclb.com](http://www.mynclb.com)

- PURPOSE:** The **NCLB Parent Notifications Summary, Checklist and Timelines** was developed to assist with the management and distribution of NCLB parent notices within a school or district. Users should review communications from their State Department of Education for updates or state-specific guidance related to NCLB notifications. This list of parent notices is primarily based on NCLB Title I, Part A and Title III, Part A.
- DIRECTIONS:**
- Name, Staff or Department** - Enter the name of the school or district staff member responsible for the distribution of the parent notice.
  - Doc ID#** - To simplify document identification, documents are identified with a unique code appearing in the bottom left corner of the first page.
  - Document Title** - Document titles appear at the top of the first page of each document.
  - Title I** - Documents to send to parents *after* the type of Title I program for your school has been determined:
    - A. Title I Schoolwide Program – If your school has a Title I Schoolwide Program, send Title I parent notices to ALL parents of every student enrolled in the school. Include parents of students in ALL school programs (i.e., general education, special education, limited English proficient, etc.).
    - B. Title I Targeted Assistance Program (T.A.P.) – If your school has a Title I Targeted Assistance Program, send Title I parent notices ONLY to parents of students served in T.A.P. if priority is given to eligible students in greatest need. If services are not based on greatest need, notices must be sent to ALL parents of every student enrolled in the school. Be sure to confirm T.A.P. state requirements.
  - ELL or LEP** - Documents to send to the parents of all eligible students participating in an English language development program.
  - ALL Parents** - Documents to send to every parent in the school/district.
  - Timeline** - Timeframe or frequency to distribute the document to parent.
  - Date Notice Sent** - Enter the date on which the document has been or will be sent to the parent.

Name, Staff or Department	Doc ID#	Document Title	Title I	ELL or LEP	ALL Parents	Timeline	Date Notice Sent
<b>TEACHER QUALIFICATIONS FOR TITLE I SCHOOLS</b>							
	NCLB-A1	Annual Parent Notice - Right to Request Teacher Qualifications	X			Beginning of each school year	
	NCLB-A2	Teacher Qualifications Response to Parents - Highly Qualified Teacher	X			Timely	
	NCLB-A3	Teacher Qualifications Response to Parents	X			Timely	
	NCLB-A4	Notice of Teacher Status	X			Timely - when assigned to or taught by a non-highly qualified teacher	
<b>TITLE III (ELL) PARENT NOTICES</b>							
	NCLB-B1	Home Language Survey			X	Beginning of each school year or at student registration	
	NCLB-B2	Notification of English Language Development Program Placement		X		Not later than 30 days from the start of the school year. For students not identified as ELL/LEP at the beginning of the school year, parent to be notified within 2 weeks of placement.	
	NCLB-B3	Description of English Language Development Program		X		Not later than 30 days from the start of the school year. Include with NCLB-B2 "Notification of English Language Development Program Placement."	
	NCLB-B4	Request for English Language Development Program Withdrawal		X		Timely - once parents have requested program withdrawal	
	NCLB-B5	Notice of Parent Meeting for English Language Learners		X		Timely	
	NCLB-B6	Parent Participation Form for Parent Meeting of English Language Learners		X		Timely - Parent Response Form	
	NCLB-B7	Notice of Progress - Title III Annual Program Achievement Objectives		X		30 days after failure to meet annual program achievement objectives	
<b>ADEQUATE YEARLY PROGRESS</b>							
	NCLB-C1	Status of Adequate Yearly Progress - Notice to Parents	X		*	Prior to start of each school year	
<b>SUPPLEMENTAL SERVICES FOR TITLE I SCHOOLS</b>							
	NCLB-D1	Annual Notice of Supplemental Services for Title I Schools	X			Beginning of each school year	
	NCLB-D2	Parent Request for Supplemental Services	X			Timely - Parent Reponse Form	
	NCLB-D3	Determination of Student Eligibility for Supplemental Services	X			Must be sent no later than the first day of the next school year after receiving notification of not meeting AYP	
<b>PUBLIC SCHOOL CHOICE</b>							
	NCLB-E1	Request for School Transfer - Public School Choice	X			Timely - Parent Response Form	
	NCLB-E2	District Response to School Transfer - Public School Choice	X			Must be sent no later than the first day of the next school year after receiving notification of not meeting AYP	
<b>PARENT INVOLVEMENT</b>							
	NCLB-F1	District Parent Involvement Policy Meeting Invitation to Participate	X	X		Timely	
	NCLB-F2	School Parent Involvement Policy Meeting Invitation to Participate	X	X		Timely	
	NCLB-F3	Parent Participation Form for District Parent Involvement Policy Meeting	X	X		Timely - Parent Response Form	
	NCLB-F4	Parent Participation Form for School Parent Involvement Policy Meeting	X	X		Timely - Parent Response Form	
	NCLB-F5	School Parent Compact	X			Beginning of each school year	
<b>TITLE I ELIGIBILITY</b>							
	NCLB-G1	Notice of School-wide Title I Eligibility	X			Timely	
<b>UNSAFE SCHOOL</b>							
	NCLB-H1	Notice of Unsafe School			X	Within 10 days of state notification of unsafe school status	
	NCLB-H2	Request for School Transfer, Unsafe School			X	Timely - Parent Response Form	
	NCLB-H3	District Response to School Transfer, Unsafe School			X	Timely distribution and transfer within 30 days	
	NCLB-H4	Notice to Parent of Student Victim of a Violent Criminal Offense			X	Within 10 days of violent act against student	
	NCLB-H5	Request for School Transfer, Student Victim of Violent Criminal Offense			X	Timely - Parent Response Form	
	NCLB-H6	District Response to School Transfer, Violent Criminal Offense			X	Timely distribution and transfer within 10 days	
<b>ACCESS TO STUDENT INFORMATION</b>							
	NCLB-I1	Access to Student Information by Military or College Recruiters			X	Beginning of each school year or at student registration	
	NCLB-I2	Notice to Obtain Written Parental Consent for Military or College Recruiters			X	Timely - once a parent has requested prior written parental consent to release information to a military or college recruiter	

\*Be sure to disseminate the school's Annual Report Card to ALL parents. The NCLB-C1 'Status of Adequate Yearly Progress -Notice to Parents' only reports local review of AYP progress to Title I parents.

**No Private School...** *cont'd. from page 1*

failing school district parents money to send their kids to private school!

Collins again: “Not enough, of course, to get them into spiffy schools, which wouldn’t want them anyway. No, just enough to pay for religious school. This has long been the goal of the President’s Christian fundamentalist supporters – the use of public money to support those schools. And that’s what the NCLB Act is all about. It’s aimed at pleasing a particular political constituency by bringing them in through the back door.”

With these and other significant sea changes possible on the educational scene, this issue of *The Journal* features possible problems we will have to deal with as a result of the President’s legislation.

*The Journal* urges all our members to download the document from NYSED entitled, “Information for School Officials: What School Officials Must Do to be in Compliance with NCLB” by James A. Kadamus. You’ll find it at: <http://www.emsc.nysed.gov/deputy/nclb/administratorfacts.htm>

**Greenberg Contract...** *cont'd. from page 1*

Education in raising the compensation of administrators in a time of growing scarcity without drawing undue attention to the fact. For example, the Greenburgh settlement was based on annual increases of only 3.75%, 3.0% and 3.0%.

Over two contracts, the Executive Recruitment and Retention Plan will have dramatically raised salaries in Greenburgh. For example, one AP over 6 years will go from \$75,000 to \$118,000, a 58% increase. An elementary principal will go from \$102,000 to \$132,000, a 29% increase. The Director of PPS will go from \$90,000 to \$123,000, a 37% increase.

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And Administrators Association  
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*Would you like more information about  
ESSAA? Please contact Ed Keeler.  
Telephone 315-736-0629 or  
email: e.keeler@verizon.net*

**Kappan Poll...** *cont'd. from page 1*

According to “NSTA Legislative Update” which also reviewed the results of the Gallup Poll, the majority of respondents said they believe the schools in their communities have trouble attracting and keeping good teachers; that teacher salaries are too low; and that higher salaries should be paid to teachers as an incentive for teaching in schools needing improvement.

The folks in Washington especially might be surprised that 48 percent of respondents gave their community schools at least an “A” or “B,” and that 31 percent would give a “C” (totaling, by the way, 59 percent). And, in another possible warning of trouble down the line for the US Government, 73 per cent believed that efforts to help education should be concentrated on existing public schools, rather than “finding an alternative.”

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