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INK WORLDWIDE

Our World Is Global—and Local

When does the school year start? A simple question, right? Not if you're part of a global company, as people at Scholastic are becoming increasingly aware. At corporate headquarters in New York, for instance, people think of September as the beginning of the school year, even though many schools elsewhere in the United States start in August, as do schools in Canada and Mexico. The chart on page 2 shows you how many answers a simple question can have.



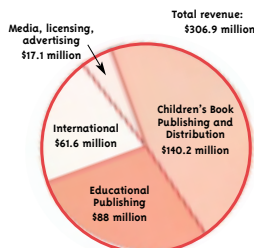
As Scholastic moves into new countries and new markets, it becomes ever clearer that we need to respond to what is important to the local people we serve. When, for example, Scholastic Book Clubs took the successful Read for 2003 (i.e., 2003 school year) program international, it was hard to find a date for the event that would work everywhere. As a result the date was changed from early January to early December to accommodate the summer break in the southern hemisphere.

To be successful, we must reevaluate our assumptions about the world we serve. In the process we'll learn a lot about one another and about the world, and we'll all help to make Scholastic a stronger, more customer-focused company.

Richard Plummer

BY THE NUMBERS

Scholastic's first-quarter revenue (for the quarter ended August 31, 2002) was in line with expectations during our weakest period, when most schools are not in session. Highlights: reading intervention programs tripled in sales; international revenue grew 12 percent; and costs were reduced.



Clifford, Our International Superstar

How this lovable 40-year-old has become a global brand and franchise

This is a big year for our favorite ruddy canine, Clifford The Big Red Dog™. As he turns 40—that's older than most Scholastic employees—he's romping around the world teaching children about values as he promotes literacy. And he's more popular than ever: Two years ago, Scholastic Entertainment Inc. (SEI) launched with great success an animated television series in the United States on PBS KIDS. Capitalizing on Clifford's ever-growing popularity, SEI has now launched an international television sales and licensing program.

"In developing Clifford as a global brand, TV exposure is crucial," says Linda Kahn, Scholastic's Senior Vice President of Programming and Distribution. "Television drives brands, and we felt that an international television presence for Clifford would introduce the property in some countries and invigorate it in others."

Currently the most successful markets are the United Kingdom (BBC), Canada (CBC, TFO), and Australia (NINE Network). The BBC has picked up the second season of the television series, which it will start next year, and has even dubbed it into British English. Plus, Scholastic UK is publishing Clifford books for the first time. In Canada, the program has been broadcasting in English since October 2000 and has just begun airing in French. Scholastic Canada has spearheaded numerous promotional events involving Clifford and has supported trade sales with coop advertising, contests, flyers, stage appearances, giveaways, and the like. Right now, a full licensing program is underway. And in Australia, the program is embarking on its second run on the NINE Network. Scholastic Australia launched TV tie-in books and a licensing program to coincide with the



Clifford meets some fans in the Netherlands.

Continued on page 3

When a Yank Goes Down Under



The Bierwirth family (visiting Sydney Harbor) is making the most of Bruce's Aussie assignment. While there, Trevor (left) and Nicholas have quickly become champion ice hockey players!

Australia's Managing Director Ken Jolly was on a mission to fast-track his Book Fairs operation to more closely resemble the U.S. model. And he knew just the person to make it happen: Bruce Bierwirth, General Manager of Scholastic's Book Fairs U.S. Midwest Region. Jolly asked Bierwirth to take on a two-year assignment as the Director of Book Fairs for Scholastic AU. "Since I was from the City of Big Shoulders, Ken reckoned I could handle the City with Big Surf!" jokes Bierwirth. After a thumbs-up from Barbara Marcus, President of Children's Book Publishing and Distribution, Bierwirth, his wife, Andrea, and their two sons bid a temporary farewell to Chicago. Ink caught up with Bierwirth just past the halfway mark in his assignment.

Continued on page 2

The Thief Lord Steals Readers' Hearts

Scholastic Book Is Winning Fans Around the Globe

Enthusiasm is building within and outside the company for the children's book *The Thief Lord*. According to *Newsweek*, while many books have been touted as "the next Harry Potter," this book "lives up to the audacious claim." Already available in Germany, Japan, Spain, Thailand, Taiwan, and the United Kingdom, *The Thief Lord* was released by Scholastic in August in the United States, Canada, Australia, and New Zealand. The rights have also been sold to 10 additional countries. Written by German author Cornelia Funke, the book is set in Venice and recounts the adventures of two orphans who are befriended by a band of street urchins led by a 13-year-old known as the "Thief Lord." The children support themselves by committing petty crimes, becoming involved in several comical—and perilous—escapades in the process.

Continued on page 4



#1 Book Sense Fall Children's Book

#3 on the New York Times Bestseller List



ONE YEAR LATER

Scholastic Observes the Anniversary of 9/11 with Cross-Divisional Content and a Visit from Some Special Authors

On September 10th, corporate headquarters—located less than a mile from Ground Zero—welcomed Darlene Robertson's second graders from H. Byron Masterson Elementary School in Kennett, Missouri. They were winners of this year's "America Remembers Award" in Scholastic Book Fairs' "Kids Are Authors" student-writing competition for *September 12th: We Knew Everything Would Be All Right*, a poignant book about finding comfort in everyday routines. While here, the students toured Scholastic, appeared on *The Today Show*, and opened NASDAQ—the stock exchange on which Scholastic's stock is publicly traded.

This is far from the only content published by Scholastic to help families and schools commemorate the first anniversary of 9/11. Scholastic offered a range of age-appropriate news and information, books, and guidance from leading experts. Following are just some of Scholastic's 9/11 activities.

- ★ Divisions across the United States collaborated to address the needs of kids, families, and teachers, and posted information on a special web site "9/11/2001: The Day that Changed America" (www.scholastic.com/911). The site was produced by several divisions including the Scholastic Internet Group, Classroom Magazines, Consumer and Professional Magazines, Trade Books, Book Fairs, Book Clubs, Scholastic Education, and the Scholastic Art & Writing Awards.
- ★ Scholastic Book Clubs is providing a special fall "Read for Life" catalog to more than 300,000 classrooms nationwide this October, featuring book selections on American history, diversity, patriotism, community, and understanding feelings. Ten percent of proceeds from every "Read for Life" order will be donated to Save the Children's campaigns helping America's poorest children.
- ★ Scholastic Book Fairs is showcasing *America Remembers*, an assortment of titles on American history, patriotism, peace, and understanding. This display also features *September 12th: We Knew Everything Would Be All Right*.
- ★ Scholastic Library Publishing's Children's Press division is offering *September 11, 2001*, an addition to its *Cornerstones of Freedom* series on events in American history for students in grades 4–6, to serve school and public libraries.



The Kennett, Missouri, students who wrote this book in response to the events of September 11th were the recipients of the "America Remembers Award" in this year's Scholastic Book Fairs' "Kids Are Authors" student writing competition.

- ★ The first magazine issues of the school year included news coverage of the anniversary and the continuing war on terrorism. Coverage appeared in *Scholastic News* for grades 2–6, *Junior Scholastic*® for middle school students, and *The New York Times UPFRONT*® (co-published with *The New York Times*) for high school, as well as in reading/language arts publications *Scholastic Action*®, *Scholastic Scope*®, and *Literary Cavalcade*, and consumer/life sciences magazine *Choices*®.
- ★ *ARTifacts: Kids Respond to a World in Crisis*, an exhibit of art and writing created by New York City students following 9/11 and curated by The Scholastic Art & Writing Awards, is on display until the end of the year at the Gallery at 180 Maiden Lane in New York City. In addition, a limited exhibit of *ARTifacts* was on display at The John F. Kennedy Center for the Performing Arts in Washington, D.C. in September.

DOWN UNDER *continued from page 1*
INK: So, has Scholastic AU succeeded in making you one of them?
BB: Oh, no. I'm still trying to convince my colleagues that Mum is a flower and not the person who birthed you and that sliced beet root on cheeseburgers should be against the law.

INK: What have been the biggest adjustments for you?
BB: Driving on the left has been a much easier transition than learning to walk on the left. I am forever running into people. Seriously, the size of the market is the biggest adjustment for me. There are only about 20 million Australians so we need to be much more efficient in finding and keeping customers.

INK: What have you learned so far?
BB: I have a better understanding of all of Scholastic's divisions and how there is great opportunity for them to work together. I also have a greater sensitivity to ways the U.S. business can support the international units. For instance, Senior V.P. Beth Ford and a team of operations experts have been over twice in the past year to lend a hand. We brought over a couple of trainers from Book Fairs U.S. last January and are scheduled to have another come in 2003. Finally, Executive V.P. Hugh Roome and V.P. Dave Walsh have been great at promoting the sharing of resources and knowledge among countries. And I'm far more sensitive to the reality that the whole world does not replicate the U.S. educational system. For example, there are virtually no middle schools in Australia—primary schools are K–6 and high school is 7–12.

INK: What's the benefit of sending employees to other locations?
BB: It's a great way to provide best practices and share detailed knowledge of successful programs. There are talented, passionate Scholastic employees all over the world who can bring fresh ideas and vision to other markets but I think I'm the only one on international assignment right now.

INK: What are the drawbacks?
BB: Living away from home is stressful on both the employee and the family. As for the drawbacks to the employer, it is costly to send a family abroad. Those costs obviously need to be balanced with the long-term benefits to the company.

When the School Year Starts

There's no such thing as back-to-school season. For a global company like Scholastic, it's a year-round event. Check out the following chart, assembled by *INK* with help from colleagues around the world.

PLACE	BEGINNING OF SCHOOL YEAR
Sydney, Australia	Late January
Buenos Aires, Argentina	Early March
Manila, Philippines	Early June
New Delhi, India	Early July
Keller, Texas USA	Early August
Northwest Territories, Canada	Early August
Mexico City, Mexico	Mid-August
Jefferson City, Missouri USA	Mid-August
Toronto, Ontario, Canada	Early September
London, England	Early September
NYC, New York USA	Early September

Back to School in the U.S. Spells Busy Days at NSO

Pam Gohil, a material handler in Jefferson City, Missouri, is palletizing the first shipments of the new school year in the Book Club postage area.



SNAP

PEOPLE Working Worldwide

PROFILES OF SCHOLASTIC COLLEAGUES WITH GLOBAL RESPONSIBILITIES

MAURICIO SABENE Vice President of Spanish Publishing

With years of experience in the international corporate world, most recently as President of Avon Products in Puerto Rico and the Caribbean, Mauricio Sabene came to Scholastic with the marketing, sales, and distribution expertise needed to serve as head of Spanish Publishing—including direct responsibility for Lectorum in the United States, and for operations in Mexico, Argentina, and Puerto Rico.

Sabene, who joined Scholastic in May, was born in Argentina to an Italian family and grew up in Mexico. His career has taken him throughout Mexico, Puerto Rico, and the United States, including a stint in New York to earn an MBA at Columbia University. He is fluent in English, Italian, and Spanish and has traveled extensively in Europe and Latin America.

"One of Scholastic's long-term goals is to become a key supporter of reading and education among the large and growing Hispanic population in the United States and in Latin America," Sabene explains. Although the majority of the company's current total Spanish language revenues of \$25 million is in the States, the longer-term opportunity for Scholastic will be to link the U.S. market with Mexico, Latin America, Spain, and ultimately Brazil. These are all rapidly growing markets with a large number of young people and no well-established patterns of book distribution.

Sabene is part of the International Division, based in the New York office and reporting to Executive V.P. Hugh Roome. He spends roughly half his time traveling throughout Latin America or participating in book fairs and conferences. "It is always rewarding to see children, teachers, and parents in other countries embrace what Scholastic stands for."

When not on the road, or in the air, he calls New Canaan, Connecticut, home. It is there that Sabene enjoys his downtime with his wife, Marybeth, and their two children, Andy, 11, and Katie, 6. And like so many other Scholastic employees, he reads, reads, reads. "I actually most enjoy keeping up with the latest software and technology news and reading about marketing and business trends."



CLARENCE COSTON Corporate Safety Manager

Clarence "CC" Coston is a 25-year safety veteran who has joined Scholastic to help make our company safer. *Safe* means a lot of things, but initially Coston is focusing on two primary concerns: ensuring that the company devotes the appropriate resources to ergonomics and that the company meets federal Occupational Safety & Health Administration (OSHA) and Department of Transportation (DOT) compliance standards in all of its American facilities. "My charge is to assess where gaps in our safety efforts may be, identify best practices, and establish policies and procedures for guaranteeing that Scholastic is providing all its employees with a safe and healthful workplace."

The policies and procedures developed during the first phase of this initiative, although based on U.S. standards, will be minimum guidelines for all Scholastic operations worldwide. Each country does, however, have its own set of safety and health standards, and global compliance will be Coston's focus in phase two of the initiative.

Coston stumbled into the safety business when he landed his first job as a chemical safety engineer. Since then he's spent the past 25 years ensuring the safety of employees at companies like Bristol Meyers, Entenmanns, and American Express. He's also involved in numerous professional organizations (including a term as president of Safety Executives of America), and is currently pursuing a doctorate in Occupational Safety & Health at New York University. "I am passionate about educating people in the workplace that safety is everyone's responsibility," he says.

When not helping Scholastic employees stay safe, Coston spends his weekends helping in other ways—he volunteers in two mentoring programs. "I am also very active in my church and attend Bible study as often as I can." In what little spare time he has left, Coston swims ("my own self-imposed form of whole-body exercising"), spends time with his two grown sons and a host of siblings, nieces, and nephews, and reads a variety of books—both fiction and nonfiction—into the wee hours of the morning.



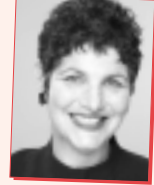
LINDA KAHN Senior Vice President of Programming and Distribution, Scholastic Entertainment Inc.

Linda Kahn has been with Scholastic for eight years, but her job has really been heating up lately. Kahn has brought *The Magic School Bus*™, *Goosebumps*™, *Animorphs*™, *Horrible Histories*™, and most recently *Clifford*™ to networks worldwide. (See "Clifford, Our International Superstar" on page 1 for more.) It's exciting work that takes her around the world, hammering out deals and launching programs in new markets. She manages the business aspects of SEI's international programming and directs all international consumer products and promotional activities; she develops and directs strategic opportunities in TV, video, interactive, character licensing, and promotions for Scholastic franchises; and she initiates and implements global marketing activities working with worldwide licensees, local publishers, television networks, and licensing agents.

"The biggest challenge is distinguishing SEI-produced series in an extremely cluttered and competitive TV landscape," Kahn explains. "Being able to support a TV sale with publishing, consumer products, and promotions gives us a real edge."

Kahn began her career as a teacher and eventually earned a master's degree in educational media and technology from Boston University. Since then she has served as Director of Curriculum Development for Prime Time School Television in Chicago and has held senior positions at MTV networks, where she acquired all series for Nickelodeon and Nick at Nite. She also built a syndication sales organization, creating an international market for Nickelodeon's original series. She even met her husband when he showed up at her Nickelodeon office selling *Lassie*!

Kahn is currently a Board Member—and Vice President for Development—of New York Women in Film and Television, a nonprofit organization that champions women's rights, achievements, and points of view in film, TV, and new media industries. For several years, she also served as a Board Member of the New York Metro chapter of UNICEF.



CLIFFORD *continued from page 1*

September run on TV. In all three markets, the television series, publishing, and licensing efforts are boosting Clifford's profile among children and their parents.

"The books and the TV series are so successful as they appeal to both children and adults," says Sommers Botha, General Manager of Retail, Scholastic AU. "It's humorous and light, yet sends a positive message to children about life skills, attitudes, and behavior."

According to Gavin Lang, Managing Director of Trade Sales and Marketing for Scholastic UK, "Since Clifford launched on TV here this February, research has shown a 47 percent recognition of the property among young mothers. That means that toys and other licensed products look set to do well in the run up to Christmas. Scholastic UK will be publishing four more titles this autumn, due to demand from buyers."

All told, Clifford has been sold to more than 30 countries, including Greece, Ireland, Israel, Korea, and Poland. Clifford premieres on RTL in the Netherlands this October and next year will be seen on RAI in Italy and on the Disney Channel in France. Through a deal with the Hallmark Channel, Clifford has been available on cable television in 22 countries throughout Asia. In most countries SEI starts by launching the show, and once the awareness builds, it supports the series with

other products, including video, CD-ROM, toys, and apparel, as well as promotions.

SEI attributes Clifford's international success to the collaborative effort on the part of all the partners involved in the franchise: local Scholastic companies, the television networks, licensing agents, video partners, Scholastic Software and its international CD-ROM distributors, master toy licensees, and promotional partners. Building the Clifford brand around the world is a tremendous team effort.

Add the fact that Clifford is the biggest, reddest, most lovable dog around and you definitely have a sure-fire winner on your hands. The life lessons the Clifford franchise espouses—work together, share, play fair, have respect, help others, believe in yourself, be a good friend, be responsible, be kind, and be truthful—resonate with all children and parents, no matter where they live.



SNAP

When not jet-setting around the world, Clifford is always welcome on his home turf. In the U.S., Clifford is the #1 show for kids ages 2-5 and 2-11 across all networks!* Here, he's a big hit at Scholastic's booth at the Harlem Book Fair, held in August in New York City.

* PBS, NTI Pocketpiece for May, 2002

Got News? Got Views?

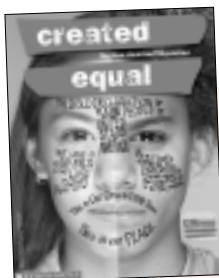
Send them this minute to Scholastic Ink, c/o Bernadette Grey, 557 Broadway, New York, NY 10012 or e-mail bgrey@scholastic.com. Or just pick up the phone and call her at (212) 343-6329. We look forward to your contributions.

INK SPOTS

WHAT'S NEW AT SCHOLASTIC

The Publishing Department of Scholastic New Zealand reports that three of its books have been nominated for the **2002 LIANZA (Library & Information Association of New Zealand, Aotearoa) CHILDREN'S BOOK AWARDS**. *Ambushed* by Fleur Beale and *Knocked for Six* by Alison Robertson were both nominated for the Esther Glen Medal awarded to the most distinguished children's book author. And *Looking for Larry*, illustrated by Theo Baynton, was nominated for the Russell Clark Award, recognizing excellence in children's

Save the Children could receive 1 million more books from Book Clubs this fall.... July 31 was the official birthday of Harry Potter, as well as the release date of the paperback of *Harry Potter and the Goblet of Fire*. In other **HARRY POTTER NEWS**, word is that J.K. Rowling is currently polishing up Book Five, and the movie version of Book Two opens in theaters on November 15th.... **THREE CHEERS TO SCHOLASTIC AU** for its impressive revenue growth of 30 percent during the recent fiscal year. Australia is Scholastic's third largest international sub-



Clockwise from above: The cover of one of the publications Scholastic created for the Declaration of Independence program; one of the many cakes baked to celebrate Harry Potter's birthday; NBA Superstar Shaquille O'Neal unveils *The Biggest Children's Book In The World* with student essayists Albert Han, 13 of Los Angeles, California, and Cheryl Campos, 9, of Queens, New York; *Ambushed* is one of the three Scholastic NZ books nominated for a prestigious award; Junior Scholastic celebrates its 65th anniversary with a special commemorative article.



book illustration. Winners will be announced on November 18.... An original copy of **THE DECLARATION OF INDEPENDENCE** is making its way around the United States on a three-and-a-half-year tour as part of television producer Norman Lear's Declaration of Independence Road Trip. This multimedia exhibition goes to libraries, museums, civic centers, universities, and state capitols across the nation through November 2004. And, thanks to the Scholastic Marketing Group (SMG), Scholastic was chosen as the education partner. Scholastic has developed an integrated curriculum program for middle and high schools to help bring the messages of *The Declaration* to life and encourage civic involvement among today's youth. It premieres this month in 100,000 social studies classrooms and also can be downloaded on www.independenceroadtrip.org. In addition, Scholastic Classroom Magazines and Scholastic Book Clubs have created a nationwide classroom essay contest titled, "I'm a Patriot".... Scholastic and Reading Is Fundamental (RIF), a leading children's literacy organization, joined up with Los Angeles Lakers basketball star Shaquille O'Neal to present **THE BIGGEST CHILDREN'S BOOK IN THE WORLD™**. This 8-foot, 650-pound book of dreams includes a compilation of 3,000 student essays inspired by the theme "My Dream for a Better World".... Scholastic Book Clubs has donated more than 250,000 books to **SAVE THE CHILDREN** as part of the ClassroomsCare initiative. The most recent shipment was delivered to underprivileged children involved in after-school and summer programs in rural communities around Spartanburg, South Carolina.

subsidiary. Canada, UK, and Australia account for nearly three-quarters of Scholastic International's total revenues.... Scholastic Book Fairs employees donated hair to **LOCKS OF LOVE**, a non-profit organization based in Lake Worth, Florida, that provides hairpieces to financially disadvantaged children with medical hair loss. If you're interested in donating your own tresses, you can visit the Locks of Love web site at www.locksoflove.org.... American students received the first issue of *Junior Scholastic* on September 17, 1937. Launched during the Depression, the issue included an article about why many Americans could not find work, a cover story on discovery and invention, a play, current news, book and movie reviews, sports, and a crossword puzzle. **NOW, ON ITS 65TH ANNIVERSARY, JUNIOR SCHOLASTIC** is a 24-page news and social studies biweekly. The magazine's most recent issue features an article describing how life in America has changed since the publication's launch in 1937.... **GOVERNOR JIM MCGREEVEY OF NEW JERSEY** recently announced his new state-wide Book Club for grades K-3. Scholastic Book Clubs has worked with the Governor's office to help select the books and currently is donating three copies of each book to every public school in the state. Book Clubs will help make monthly selections throughout the school year.... On Saturday, September 21, Lisa Johnson, working on Book Clubs Assist, took the 10 millionth call at the **MOBERLY CUSTOMER SERVICE CALL CENTER**. The center opened in 1996 and hit its 5 million mark two-and-a-half years ago.

THIEF LORD continued from page 1

According to Michael Jacobs, senior vice president of the trade group in the United States, *The Thief Lord* came to Scholastic through Barry Cunningham, publisher and managing director of Chicken House, a Scholastic partner in the United Kingdom. Cunningham is also credited with "discovering" Harry Potter author J.K. Rowling. "Barry got a letter from an 11-year-old who had read *The Thief Lord*, raved about it, and wondered why her favorite writer was not published in English," Jacobs explained. "Intrigued, Cunningham followed up—and learned that Funke had written more than 40 books and is the third most popular children's book writer in Germany." *The Thief Lord* has been popular with the critics as well. It has won several children's literature awards, including the 2000 Zurich Children's Book Award and the 2001 Children's Book Award from the Vienna House of Literature.

"The magical city of Venice, with its moonlit waters, maze of canals, and magnificent palaces, is an excellent setting for the plot twists in this fantasy/mystery/adventure, all rolled into one spellbinding story."

—Kirkus Reviews

Funke's popularity is likely to skyrocket in the United States, according to U.S. Trade Publicity Director Kris Moran. "In October, Funke will be visiting Chicago, New York, Denver, and San Francisco for book signings, as well as lunches and dinners with key booksellers," Moran said. Media interviews, in-store promotions, and advertising will raise the book's profile further. "Interest is very high," Moran said, "and we're optimistic that this will be a great success for Scholastic." Jacobs shares this optimism. "The book has sold more than 150,000 copies in Germany, and it sold out immediately when released in England. In the United States, as a result of extraordinary publicity in *The Wall Street Journal*, *USA Today*, and other periodicals, we've gone back to press five times pre-publication and already have more than 135,000 copies in print."

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Ocean City 2020 Association

ENSURING OCEAN CITY'S FUTURE AS THE JEWEL OF THE JERSEY SHORE

This marks the first issue of the **Ocean City 2020 Association Newsletter**. The Association, launched this year, is dedicated to highlighting ideas, opportunities, and activities that will ensure that Ocean City is as wonderful a place to live and visit in 2020 as it is today. Our island is a true American jewel, and by always thinking ahead, we can keep it that way. We've got a world-class high school under construction, and we remain one of the most popular family oriented resort towns in America.

3 Simple Ideas That Could Make a Difference

CELEBRATING OUR CITY'S HERITAGE:

A PLAQUE PROGRAM FOR OLDER HOMES

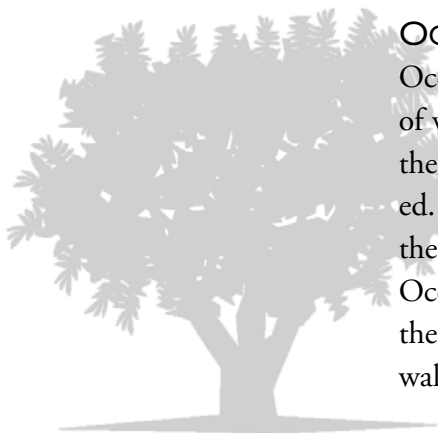
One only needs to look at Ocean City's bench program—with plaques throughout the boardwalk—for inspiration. Ocean City still has hundreds of beautiful, older shore homes. Homes that are celebrated in magazines and newspapers throughout the country. We've not yet found a way to celebrate them. One idea: the Ocean City Historical Society—or another city organization committed to the island's history—should create a Plaque Program, whereby owners of older homes would be invited to purchase official plaques to be placed on their homes. This would be a positive, upbeat affirmation of our city's history and produce revenue to the organization that sponsors the program.

HONORING THE MASTER PLAN THROUGH MORE EFFECTIVE COMMUNICATION

After much thought and deliberation, the city has created a Master Plan. In order to get the full benefits of the Master Plan, we can do a much better job when it comes to communicating requests for variances from the plan. The current requirement calls for publication of the variance hearings 10 days prior to the hearing. Given how much thought went into the Master Plan, the city should move to a 30-day notice requirement in the *Sentinel Ledger* and in addition highlight all current variance requests on the front page of the city's public website.

OCEAN CITY'S TREE PROGRAM

Ocean City's tree planting program is among the best in South Jersey. It is a program of which we can all be proud. As always, there is room for improvement. As part of the program is now structured, new home construction requires that a tree be planted. Unfortunately, in the case of trees, if not properly cared for they can die within their first one to two years of life. One possibly creative solution would be to tap into Ocean City High School students who are environmentally conscious. Students at the high school could build their commitment to public service by doing "tree walks" to document those new trees that have perished and need to be replanted.



If you have ideas—or an activity that you wish to highlight—please send it directly to rbarth@edisonschools.com and we will try to include it in a future newsletter.

The Philadelphia Story

In early 2002 the School District of Philadelphia, the country's seventh-largest school system, became a national focal point for urban school reform when the Commonwealth of Pennsylvania intervened in the academically and financially distressed district, spurring the launch of the largest and most controversial school reform project in recent history.

Under the guidance of the city's new School Reform Commission, headed by James Nevels, and the leadership of newly appointed District CEO Paul Vallas, Philadelphia implemented a series of sweeping reforms that included turning over management of 45 of its lowest performing schools to several private and non-profit organizations and two local universities, and the "restructuring" of 20 schools that the district would continue to manage on its own.

The scope of Philadelphia's school reform efforts was intentionally broad and comprehensive. However, news coverage focused almost exclusively on the controversy over private companies being given the responsibility of operating public schools. Edison Schools, the district's single largest partner with its management of 20 schools, became a favorite target during this time of both the media and protesters who opposed any involvement of private companies in public schools.

Despite the ideological battles, political debates, and street demonstrations, the effort to reform education in Philadelphia endured, and with much



First graders at Morton-McMichael Elementary School are enthusiastically learning number sentences—and it's showing on their test scores.

success. Last summer, the national spotlight was again on Philadelphia, but for a much different reason than previously.

Through the ongoing implementation of its own managed instructional program, continued partnership with diverse providers, and a strict commitment to accountability, Philadelphia achieved gain rates on the 2004 Pennsylvania System of School Assessment (PSSA) that were among the highest test gain rates of any of the nation's largest school districts. For its part, Edison led among the district's largest partners (those operating six or more schools) in combined academic gains, both in increasing the percentage of students scoring "proficient" or above, and in decreasing the percentage of students scoring "below basic" on the PSSA.

Together with its multiple private and non-profit partners, the school district also nearly tripled the number of its schools—

from 58 to 160—meeting Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind Act (NCLB). Edison saw a 12-fold increase in the number of its managed schools making AYP in that city.

Philadelphia's groundbreaking school reform efforts have helped establish it as a beacon of cooperation and academic progress. Educators and school reformers elsewhere are taking careful notes and

closely examining policies that would allow school districts the choice of working with private sector entities to drive and improve educational achievement.

"Big city leaders know they aren't going to improve results for poor children unless they experiment with new ideas and invite competent organizations to run schools," comments Paul T. Hill, Director of Center on Reinventing Public Education. "Philadelphia's results show that smart city leadership and experienced school providers can make a difference."

With Washington, D.C., New York and Chicago now considering implementing their own version of what has come to be known as the "multiple provider model" in Philadelphia, school districts nationwide are recognizing the value of public-private partnerships in reaching their educational goals.

For more information on Philadelphia's multiple provider model and Edison's role, see "The Promise of Public/Private Partnerships" in the February 2005 issue of Education Leadership. ■

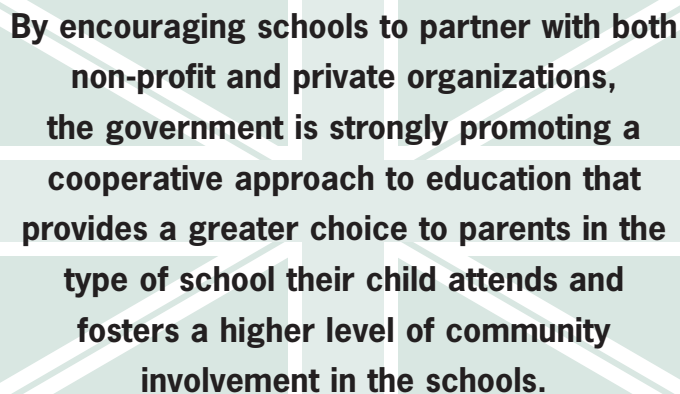
The UK's **Bold Move** to Improve Schools

With the passing of the federal No Child Left Behind Act (NCLB) and individual states' efforts to improve schools, such as Pennsylvania's successful multi-provider model in Philadelphia, the United States is making some good on its promise to improve schools across the nation. The US isn't alone in placing education as a high priority on its national agenda, however. Across the Atlantic, the UK has also been working on some bold initiatives of its own.

Over the past several years, the UK government has invested significant resources to find new ways to help students learn more effectively and acquire the necessary skills to survive and succeed in a competitive global society. To help drive that change, its Department for Education and Skills introduced in 2004 its Five Year Strategy on Children and Learning. This ambitious plan empowers schools to develop innovative approaches and mechanisms to raise student achievement by allowing them greater autonomy in both educational and financial decision-making and operations.

Some of the UK's initiatives parallel reform efforts by American educators and policy-makers, such as the creation of 200 independently managed "academies", which closely resemble US

charter schools. By encouraging schools to partner with both non-profit and private organizations, the government is strongly promoting a cooperative approach to education that provides a greater choice to parents in the type of school their child attends and fosters a higher level of community involvement in the schools.



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One of the government's more audacious undertakings is the Building Schools for the Future program, which calls for the refurbishment or rebuilding of every secondary school (for students from 11 to 16 years) in the country over the next 10 to 15 years. In this effort, schools and Local Education Authorities (LEAs) will work with private architectural and construction firms to design and build learning/teaching facilities that will best serve the community's specific educational goals and needs.

In such projects, the UK grants private organizations unprecedented opportunities to work directly with British

schools to improve their performance. This practice of partnering with private organizations, increasingly embraced by US educators, is also emerging as an important reform strategy in the UK.

One reason behind the UK's growing interest in the private sector's help in achieving its national educational goals may lie in the amazing success of the pioneering partnership between Edison Schools, the leading provider of education services in the US, and Essex County Learning Services, one of the largest LEAs in England. In a seemingly prescient move in 2002, Edison Schools began an extensive cooperative effort with educators in Essex County to modify

its US school design to help bring about improvement in schools in the UK.

With years of experience in education research & development, school management, and helping numerous districts raise student achievement levels in the US, Edison was uniquely qualified to provide strategic guidance and targeted support to British teachers challenged with the task of reaching multiple educational objectives. After two years of close collaboration, the members of the Edison and Essex team were able to come up with an effective UK school design to help raise student performance levels,

continued on page 4

Noteworthy Resources

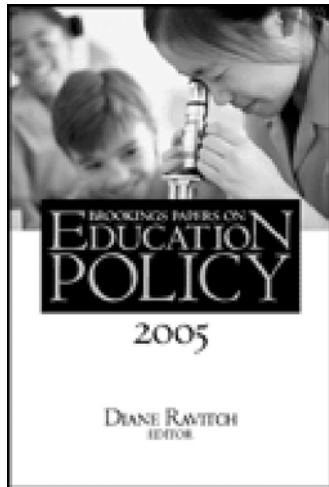
Brookings Papers on Education Policy: 2005

Edited by Diane Ravitch.

Published in February 2005 and available online at <http://bookstore.brookings.edu>.

American education is undergoing significant shifts in the way education is delivered to children. The contributors to this latest compilation from Brookings Institution discuss some of those shifts and how they have helped move educational practices and curricula forward into the twenty-first century.

This issue, the eighth volume springing from a series of annual meetings sponsored by Brookings to examine specific educational issues, takes a step back to look at major reforms implemented over the last twenty years that have provided results or appear to hold promise for the future of education in the United States. Chapter authors include Tom Loveless, Steven F. Wilson, and E.D. Hirsch, Jr.



Achievement in Charter Schools and Regular Public Schools in the US: Understanding the Differences

By Caroline Hoxby

Published in December 2004 and available online at <http://post.economics.harvard.edu/faculty/hoxby/papers.html>

This study describes the effect of various factors such as charter school longevity, operating procedures, and student enrollment on student proficiency levels in seeking to answer the questions:

- Do charter schools improve with experience?
- Do charter schools do better when funding is comparable to that received by regular public schools?
- Do charter schools significantly improve the academic performance of low SES students?

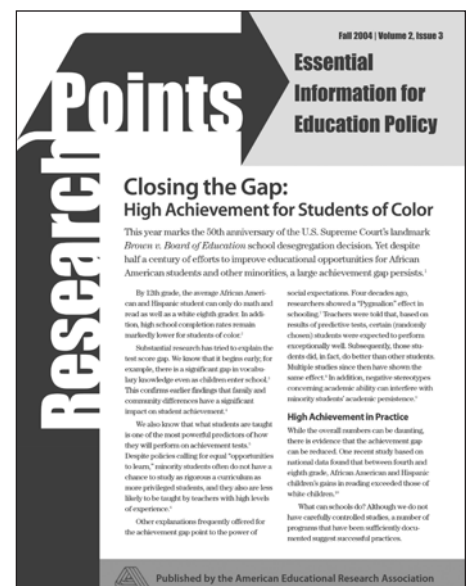
Comparing charter schools to the nearest regular public school with similar demographics, this study includes 99 percent of all elementary students enrolled in charter schools and ensures that the student populations being compared are as alike as possible. These “matched schools” share a neighborhood, economic conditions, race, ethnicity, and family structures.

Research Points: Closing the Gap – High Achievement for Students of Color

Published by the American Education Research Association in Fall 2004

Available online at <http://www.aera.net>

AERA's quarterly series, Research Points, was established to help ensure that education decision-makers have accessible sound and important research on timely education topics. This issue shows that programs that have been effective in reducing the achievement gap share two common threads: a demanding curriculum and a strong social support system that values and promotes academic achievement. Performance improves when all students have the opportunity to learn the same challenging curriculum, marked by high standards and expectations. It is not enough just to teach a rigorous curriculum, however. Effective programs surround students with evidence that the people they most care about think academic success and effort are important. For elementary students, this means committed parental involvement. For older students, the support network expands toward peer groups and mentors.



NEWS FLASH

The nationally recognized and highly respected Koret Task Force on K–12 Education will soon publish *Within Our Reach: How America Can Educate Every Child*, a new book that presents a compelling—and urgent—case for revising the No Child Left Behind Act (NCLB) and offers “real world” recommendations for attaining its worthy goals.

Stay tuned for details on an event to launch this timely and insightful book from several of the nation’s most respected education scholars.

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regardless of their starting point, and improve teaching instruction.

Their work was the result of thoughtfully integrating research-backed curriculum, best-practice instruction methods, the most sophisticated assessment technology, and a strong achievement support network for teachers. The success of their work was also based on clearly understanding the practical challenges of having to infuse several different national educational goals into daily class instruction. To address the concern of many British educators that there was not enough time to help build students’ core learning skills (such as problem-solving) because of the need to focus on content mastery, the Edison UK team worked quickly to develop a solution. After researching ways to sufficiently assess students’ core learning skills, Edison helped write curriculum that would strengthen pupils’ core learning skills across all subject areas, thereby enabling teachers to provide balanced instruction in both important areas of learning.

While the Edison UK design is based on the fundamentals of the Edison Schools US model, it has been significantly adapted to meet the needs and priorities of Essex

and UK schools. As part of its program, Edison also provides its UK partner with support in leadership and management training for teachers and administrators; creating a rich and nurturing learning environment for children starting at an early age; utilizing half-termly on-line assessment tools to track learning and achieve national objectives; and building a close Student and Family network.

Since the initial launch of Edison Schools UK last September in Colbayns High School in Essex County, interest in the program has risen dramatically. Over 30 schools will receive Edison Schools UK support by the end of the 2005 academic year. The success of Edison’s partnership with Essex schools has also generated excitement throughout the rest of the UK, helping to quickly establish Edison’s reputation as an effective change agent for education.

The Edison UK program has shown the value of collaborative effort and proven that best practice methods and strategies can be imported or exported across geographical and cultural boundaries. And through its work, Edison is emerging as a thought leader of student achievement across both sides of the Atlantic. ■

About Edison

Edison Schools partners with school districts, charter boards, and community-based organizations to raise student achievement and provide all students with a rigorous and high-quality education. Edison works with its partners to raise student achievement through the following business channels:

- 1. District Partnerships:**
Management of schools for school districts and states
- 2. Charter Schools:**
Management of charter schools
- 3. Newton Learning:** Summer and after-school programs and supplemental educational services (SES)
- 4. Tungsten Learning:**
Achievement management solutions for school systems
- 5. Edison Schools UK:**
Comprehensive school improvement programs

Through its unique school design, assessment systems, interactive professional development, integrated use of technology, and other proven program features, Edison helps students to achieve annual academic gains well above national norms. Edison serves more than 271,000 students through the above channels.

For more information,
visit us on the Web at
www.edisonschools.com
or contact Edison’s
Communications
Division at
(212) 419-1600.