

# eBulletin, Winter 2002



[ISACS, 330 W. Webster Avenue, Chicago, IL 60614](#)

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## *NCA Accreditation Update*

All ISACS member schools, elementary or secondary are officially recognized by NCA. If you receive ANY bills from NCA, please disregard them. For proof of your school's status, visit <http://www.ncacasi.org/contact/school>. Click on "NCA Accredited Schools" and then go to "Co-accredited by" for your listing. This added benefit of ISACS membership means that NCA recognizes our accreditation process as equivalent to its own, and thereby grants automatic joint accreditation to our schools when they reach the status of Full Accreditation by ISACS. All elementary and secondary schools fully accredited by ISACS are now included in the NCA Commission on Accreditation and School Improvement list of member schools. This added benefit of ISACS membership means that NCA recognizes our accreditation process as equivalent to its own, and thereby grants automatic joint accreditation to our schools when they reach the status of Full Accreditation by ISACS.

I would direct you to the NCA website, <http://www.ncacasi.org>, where you will find your school listed in the NCA directory of schools and a variety of member services. Upon accessing the NCACASI site, you should register by entering your e-mail address and creating a password. Then, you will be asked to indicate the type of user you are and to associate yourself with a school. Having completed these steps and agreeing to the web site conditions, you will be able to access all member services.

Joint accreditation standing is a testimony to the hard work of Peter Wilson, Joe Becker, the Evaluation Review Committee, and others in ISACS to make our evaluation program second to none. Note that this landmark joint accreditation agreement yields many benefits:

- \* Enhanced recognition of your school's accreditation status by colleges and universities;
- \* Equivalent standing to public districts in state high school athletic activities;
- \* A measure of protection by equivalency from attempts at intrusion by state and local regulators; and
- \* Access to a wider array of programs and services for schools.

Please call me or send e-mail ([jbraman@isacs.org](mailto:jbraman@isacs.org)) if you have questions about our relationship with NCA.

### *School Updates*

**The Linsly School (WV)** received a \$50,000 grant from the E.E. Ford Foundation to establish a fund for faculty to use in creating enthusiasm, enrichment and growth in their profession. Headmaster **Rene DiOrio** reports that the Ford grant is being matched by an anonymous matching contribution that will create a single \$100,000 pool to fund potential classroom enhancements such as work by visiting scholars and greater depth in coursework.

**The Japhet School (MI)** has been honored as a 2001 National School of Character in recognition of its exemplary work to encourage the social, ethical and academic development of its students. Japhet was one of eight schools and one school district to receive the national award in 2001. This prestigious award is administered by the Character Education Partnership (CEP), a nonprofit, nonpartisan and nonsectarian coalition based in Washington, DC.

**Park Tudor School (IN)** has begun offering online distance education courses for high school students worldwide. Students may take the courses for both high school and college credit. Information about this innovative programming is available online at <http://www.parktudor.pvt.k12.in.us/distancelarning/>.

**Francis Parker School (IL)** is celebrating its centennial with a year-long party beginning this fall. As part of the Centennial Celebration, prominent Parker alumni will return for special events and the school's impressive history of accomplishments will be on parade. Contact **Nick Saracino**, Director of Communications, with questions, (312) 797-5186.

**Mary Inkrot-Schroder**, a member of the second and third grade teaching team at **The Seven Hills School (OH)**, received the David G. Gamble Chair award for distinguished teaching. This award by the school's board of trustees extends financial awards in addition to recognition and targets "a distinguished teacher in English or mathematics."

A \$2 million matching grant from the Lilly Endowment will enable **Park Tudor School (IN)** to study and facilitate ways of teaching that are geared toward specific student learning styles. Headmaster **Bruce W. Galbraith** notes that the funds will be use in part to establish the Park Tudor Learning Center as a resource for the Indianapolis community and beyond. The center will offer professional development for teachers, a summer Student Learning Camp, an online network to disseminate information about learning styles, and a Learning Consortium of like-minded schools and institutions.

### *Transitions*

Veteran school law attorney and long-time ISACS friend Leo J. Athas joined the Chicago office of Hinshaw and Culbertson as a partner. Mr. Athas' expertise is available to ISACS member schools for brief telephone consultations (at ISACS expense), and he has been a frequent presenter at the ISACS Annual Conference. Mr. Athas may be reached at (312) 704-3246.

### *Obituary*

#### *Ruth Worthington Henderson, 84*

Ruth Worthington Henderson, 84, died on December 26th at Plymouth Place, LaGrange, IL where she had been a resident since 1984. She leaves no living relations, but she was the widow of noted independent school educator James Henderson Jr., formerly a Headmaster of the Maumee Valley Country Day School (OH) and the Blake School (MN) before serving as President of the Independent Schools Association of the Central States until his retirement in 1982.

Born in 1914 in East Hartford (CT), she graduated from Connecticut College and taught at the Loomis School (CT) where she met her husband, also on the faculty. After her husband's first appointment as a school headmaster in 1955, she devoted her career to support of his leadership responsibilities and nurturing of faculty and staff. The Hendersons epitomized school leadership at a time when boards of trustees expected the headmaster and his wife to devote themselves as a couple to the school's needs. She was noted for her organization, empathy for the professional staff, and talents for entertainment and promotion of social activities. She knew the birthdays of all faculty and staff and was the first to offer support in their times of illness or other difficulties.

After her move to Illinois, she was involved in various community affairs, notably for the Episcopal Church and, more particularly for the Emmanuel Episcopal Church in La Grange. At Plymouth Place, where she moved after her husband's death in 1984, she served as President of the Resident's Council and Chair of the Friendship Committee.

### *News from ISACS*

The Chapman Report: Review of the 2001 Annual Conference. [View Educational Odyssey 2001 Report.](#)

### *News from Beyond ISACS*

**The Klingenstein Center at Teachers College, Columbia University (NY)**, is seeking candidates for its Fellows Programs, Summer Institute, and Master's Degree in Educational Administration. Additional information about the programs and on making nominations can be found online at <http://www.klingenstein.org>, or by calling center Director **Pearl Rock Kane** at (212) 678-3156.

The **Kentucky Association of Independent Schools (KAIS)** announces [kaisonline.com](http://kaisonline.com), a new comprehensive web site on Kentucky independent education. Information about this new KAIS venture to **Brian Archibald**, KAIS TSC Head, at (502) 222-0474, or [barchibald502@msn.com](mailto:barchibald502@msn.com).

**ISSL--The Independent Schools of St. Louis (MO)** announces an array of professional development opportunities throughout the 2001-02 school year. Many of these programs will appear on the ISACS [Workshops and Conferences in the Region](#) page, and a full listing may be obtained from Executive Director *Genie Newport* at (314) 567-9229, [gnewport@independentschools.org](mailto:gnewport@independentschools.org), or online at <http://www.independentschools.org>.

### ***SAT Scores Announced***

#### PERFORMANCE BY ISACS 2000-01 SENIORS ON THE COLLEGE BOARD EXAMINATIONS (SAT I & SAT II TESTS)

This report summarizes information for 5,403 ISACS 2001 seniors who took SAT I or SAT II Tests any time during their high school years. If a student took a test more than once, the most recent score is used.

TEST	NATIONAL COLLEGE BOUND SENIORS		ISACS -ALL SENIORS	
	NUMBER	MEAN	NUMBER	MEAN
SAT I				
SAT Verbal	1,276,320	506	5,199	583
SAT Math	1,276,320	514	5,199	590
		1,020		1,173
MEAN	MALE	FEMALE	MALE	FEMALE
SAT Verbal	509	502	578	588
SAT Math	533	498	597	582
Totals	1,042	1,000	1,175	1,170
SAT II TEST SCORES	NUMBER	(%TAKING SAT)	NUMBER	(% TAKING SAT)
All SAT II Tests	252,504	(20.0)	2,618	(50.0)
ALL SAT II TESTS	MEAN		MEAN	
Math - Level IC	584		610	
American History	583		618	
Math -Level IIC	663		676	
Chemistry	608		633	
Biology	575		579	
French	604		616	
Literature	589		640	
Spanish	595		567	
Physics	640		663	
Latin	595		613	
German	602		628	
World History	573		587	
Writing	595		634	

#### CHANGES IN SAT VERBAL AND MATHEMATICAL MEANS - CLASSES OF 1997 - 2001

Class of	NATIONAL COLLEGE-BOUND SENIORS		ISACS-ALL SENIORS	
	Verbal	Math	Verbal	Math
1997	505	511	577	580

1998	505	512	579	582
1999	505	511	585	586
2000	505	514	581	588
2001	506	514	583	590

SELECTED INFORMATION FROM THE CB STUDENT DESCRIPTIVE QUESTIONNAIRE  
Student Descriptive Questionnaires (SDQ) were voluntarily completed by 94% of the national sample of college bound seniors and by 86% of the ISACS 2001 seniors.

## ETHNIC BACKGROUND (%)

	NAT'L	ISACS		NAT'L	PARENTAL INCOME (%) ISACS
American Indian	1	0	Less than \$30,000	22	7
Asian American	10	9	\$30,000 - \$50,000	22	11
African American	11	7	More than \$50,000	56	83
Hispanic	9	3			
White	66	76			
Other	4	5			

## AVERAGE YEARS OF H.S. STUDY (yrs.)

	NAT'L	ISACS		NAT'L	DEGREE LEVEL GOALS (%) ISACS
Arts & Music	2.0	2.7	Associate Degree	3	1
English	3.9	3.9	Bachelor's Degree	25	12
For. & Class. Lang.	*	*	Graduate Studies Degree	52	61
Mathematics	*	*	Undecided	19	24
Natural Sciences	*	*			
Soc. Sci. & Hist.	*	*			

\*Information about years of study was collected differently for paper and Web registrations. These questions were abbreviated slightly on the Web to speed up the registration process. Therefore, according to The College Board, mean years of study are not available this year for certain disciplines.

MOST FREQUENTLY MENTIONED INTENDED COLLEGE MAJORS  
(In descending order with respect to preference of ISACS 2000 Seniors)

## NATIONAL

INTENDED COLLEGE MAJOR	%	SAT-Verbal Mean	SAT-Math Mean
INFORMATION NOT AVAILABLE			

## ISACS

INTENDED COLLEGE MAJOR	%	SAT-Verbal Mean	SAT-Math Mean
Business & Commerce	17	554	580
Social Sciences & History	12	604	586
Health & Allied Services	11	599	611
Engineering	8	588	641
Education	3	542	558

Arts: Visual & Performing	12	583	560
Biological Sciences	7	616	618
Communications	4	568	556

#### INSTITUTIONS MOST FREQUENTLY RECEIVING CB REPORTS FROM ISACS SENIORS

Univ. of Michigan - 17%	Univ. of Wisc (Mad.) - 8%	Yale - 7%
Northwestern Univ. - 13%	Harvard Undergrad - 8%	Vanderbilt - 7%
Washington Univ. (MO) - 12%	Cornell - 7%	Purdue Univ. - 6%
Miami Univ. (OH) - 9%	New York Univ. - 8%	Princeton - 6%
Nat'l.Merit.Sch.(IL) - 9%	Univ. of Penn. - 7%	Univ. Chicago - 6%
Boston Univ. - 9%	Brown - 7%	Univ. Illinois - 6%
Indiana Univ.- 8%	Georgetown - 7%	Columbia College - 6%
Boston College - 8%	Stanford - 7%	Emory - 6%
New York Univ. - 8%	Duke - 7%	

### ***The President's Letter***

#### *"The Having Of A Patriotic Idea"*

January, 2002

It was September 12, 2001, around 7 am, and first year teacher Sandy Murphy, 23, was about to have a moment of inspiration after a day of thinking, "It isn't fair." She stepped into the shower, grabbed the shampoo, and like Archimedes in the bath, was possessed of "eureka." In the swirling sparkle of shampoo suds were hints of a colorful design. "That's it," she thought, "the girls and I will make T-shirts with a special design that will begin the healing process." She threw on some clothes, sat at the computer, and crafted a design. It began with the image of a hand. She pondered visual metaphors for unity. She imagined what things would be like if everybody joined together in the expression of their sorrow. Then she thought, "Dumb idea."

That was a busy and confusing day at ISACS schools. While Sandy was wondering about where to take her idea, if anywhere, teachers across the Midwest were also searching for answers. They, too, wondered about the chasm between everyday comforts and the sudden flood of human suffering. One teacher watched in disbelief while a third grader piled up wooden blocks in a replica of the twin towers, then smashed it to the floor. At another school, adults struggled to respond to older students who asked, "How could anyone do this?" There were odd discontinuities. The mood was mostly solemn and sorrowful, but teachers saw students fly into rages. They watched in amazement as a few kids said, "Cool," while watching what looked like "Die Hard," "Independence Day," any of a dozen movies. It was hard to reconcile fascination as a mechanism of psychological defense, or the sensory education of Hollywood. As is often the case, children sometimes said what adults were thinking. Through all this, teachers and school heads made reasoned choices about how to carry on. A math teacher decided to hold his classes when others cancelled theirs. He needed the reassurance of routine, but was preoccupied with the question of our time, "Why do they hate us so much?"

We tend to think of artists as particularly sensitive, but this shouldn't be confused with fragility in Sandy's case. Being creative often involves a deliberative choice about exposing something

original to public scrutiny. Perhaps artists are inherently good risk-takers. Besides, Sandy's preparation for teaching was a failed dot.com start-up, so she was familiar with experimentation. Still, she was new to the teaching profession, new to her school. If her idea were to see the light of day, it would take funding and support from the administration. The hunger for solidarity was about to overcome the hunger for comfort. We tend to forget the courage it takes for a newcomer to ask for something important. Sandy got the cash advance needed for production of her T-shirts. The girls at Andrews School rallied, and the days that followed were a blur of media attention and community organization. Mimi Nelson, wife of school head Ray Nelson, covered Sandy's classes for eight days while the students sold thousands of T-shirts throughout Cleveland and far beyond. The sales netted \$130,000 for the Red Cross Relief Fund, the single largest gift from a non-profit organization in the United States from a school of 192 young women. Sandy says, "I guess you could say it is the perfect reflection of how powerful a spark can be when fueled by the love and compassion of so many." Yes, and a perfect example of how independent schools nurture idealism, support creative teachers, and build community. Despair, shampoo, an idea, a risk taken, support: the means for a creating a little healing in the world.