

---

---

# Westfield PTSA Minority Achievement Committee Newsletter

# THE MAC

---

5th Edition May 2006

---

## The Chairman's Corner

**Mark Richardson, MAC CHAIR**

As I look back on this year, I am truly impressed with the success and accomplishments this committee has achieved through working in partnership with administrators, faculty, parents and students of Westfield High School. Together we have made many strides in closing the Minority Achievement Gap. Through commitment and hard work, this partnership has demonstrated that every student can achieve academic excellence by setting higher expectations for **ALL** students.

The Committee established this newsletter as a means of increasing the communications between the school and minority parents, providing what we hope are informative articles on various topics of interest to minority parents. We established a web site under the PTSA to further increase communications. Westfield developed and distributed an innovative handbook on understanding and addressing the minority achievement gap. This handbook was distributed to all minority parents and to every Westfield faculty and staff member.

The committee met on a regular basis throughout the year to discuss new ways to increase parental involvement, which is a key component to closing the minority achievement gap. We hosted two parent coffees to share information with minority parents. All of our activities have been strictly focused on closing the minority achievement gap at Westfield.

Examination of the 2004-2005 Adequate Yearly Progress (AYP)

for Westfield High School showed a closing of the minority achievement gap in Math and English. The AYP tracks school performance under the Federal Government mandated No Child Left Behind (NCLB) Act. In Virginia, the AYP uses the Standards of Learning (SOL) tests scores to determine if a school has met the AYP. Last year, SOL test scores for minority students, in particular, African American and Hispanic/Latino students increased significantly in Math, English and Science.

I have always believed and advocated that improved SOL test scores are directly correlated to improved classroom performance. If a student achieves at a high level in his or her classes that will equate to higher SOL test scores and an overall better equipped student for life. A review of four years of grade data for core subject areas (Math, Science, English and Geography) shows a trend of gradual improvement in grades for minority students. The minority achievement gap is closing in many of the classes in these subject areas. While there remains more to do to further close the minority achievement gap, the committee can be proud of its accomplishments to date and we look forward to continuing our partnership with WHS. I wish everyone a happy and safe summer and offer my sincere thanks to all who have contributed to this committee's success throughout its five years of existence at WHS.

## End of School Year

### Message

**Mike Campbell, PRINCIPAL**

It is hard to believe that I am writing the last message for the 2005-2006 school year. This has been a great school year and I would like to highlight some important and relevant information.

Westfield High School's Minority Student Achievement (MSA) Manual set the stage for much discussion not only at Westfield but throughout our cluster and the county. The manual helps both teachers and parents provide the most effective support to our students at Westfield in their academic career. We are proud to say that various schools and departments in Fairfax County Public Schools are looking at our manual as a model for something similar in their building. I am also extremely proud to say that we were successful in almost areas in reducing the achievement gap using our SOL scores as our baseline data. This doesn't mean our work is done, but that we have to show continued improvement next year and in the years to come. Working to close the achievement gap is an ongoing partnership between faculty and parents and one that I know will take hard work and dedication. There has been much written about in the papers and talked about on television about this achievement gap not only in FCPS, but also throughout the state and country. One of the most important ways

**Senior Graduation  
June 19<sup>th</sup>  
Last Day of School  
June 20<sup>th</sup>**

that parents can help is to show a genuine interest and involvement in what their children do. We need more parent involvement in our MSA activities and meetings. Recent turnout at MSA meetings has been very sparse. It is vital for faculty and staff at Westfield to hear from our parents and community for an effective and challenging dialogue. Please mark your calendars for next year to make sure we see you at our monthly meetings on the third Tuesday of each month. Based on feedback from our parents we will have four parent events next year and we look forward to seeing you at each one. In addition to parents, we also need to see positive role models for our students in the classroom. The efforts continue for FCPS and Westfield High School to bring more minority teachers to our classes. On a recent trip to West Virginia State University—a historically Black University, I was shocked that of the approximately 200 teachers that entered the conference center, there was not one minority teaching candidate in the entire room. We need more minority teachers in FCPS School. Encourage friends, neighbors and your children to obtain their teaching certification.

Parents and students mark your calendars for Saturday June 10<sup>th</sup>, 2006. The Northern Virginia Urban League Young Professionals Network is hosting a “College Survival” program on the campus of George Mason University. It is designed to prepare minority and disadvantaged high school juniors and seniors for the challenges of college life. The deadline to register is May 22<sup>nd</sup> and the contact is Kristin Bolton-Keys at (703) 836-2858.

I hope everyone has a successful end of year and wonderful summer. Keep reading and we will see you in the fall.

**6<sup>th</sup> Annual  
Algebra Summer**

## **Refresher Course**

This week long course is designed to strengthen the students’ algebra skills. It is intended for students who have taken Algebra 1 and want to “refresh” their skills so they can continue with success as they enter Algebra 2.

- Topics covered include factoring, graphing, solving equations, using exponents, and the use of the TI-83 graphing calculator.
- Contact person: Kristi Gordon  
Math Department Chair  
e-mail: Kristine.Gordon@fcps.edu
- TENTATIVE dates and times are **Monday, August 21 through Friday, August 25, 2006 from 9:00 – 11:00 am**
- Location: Westfield High School Lecture Hall
- **FREE** – Registration is required

## **Fairfax County Public Schools Summer Reading Lists Available mid June on WESTFIELD HS Web site**

HAVE A WONDERFUL SUMMER, AND  
DON'T FORGET TO READ!

## **New Telephone Parent Information Line Available in Korean and Spanish**

Parents who speak Korean or Spanish have a new resource—a telephone information line—available to help them learn general information about FCPS and to receive support if they are having difficulty communicating with their child’s school due to a language barrier.

The Parent Information Line numbers are:

- Spanish—703-764-7361
- Korean—703-764-7363

A parent may call at any time, leave a message in his or her language, and receive a return phone call in that language from an FCPS staff member within 24 hours.

## **Reflection and Looking Ahead**

**By Dana Cimino, WHS PTSA President**

WHS PTSA has had a great year with many good things happening. Under the helm of Mark Richardson, the minority achievement committee is one of our most active and productive committees. We are lucky to have so many committed parents, teachers and administrators who know and understand the problems that we face each day in overcoming the achievement gap. We're at the forefront of change with the release earlier this year of the Minority Achievement Handbook - a tool for change at WHS and hopefully in Fairfax County. We're excited to see the positive results we know we'll get from this publication.

Looking ahead to the summer and next year—encourage your student to read, read, read! While summer seems short, eleven weeks is a long time to go without stimulating your brain! Encourage your student to find something they're interested in and learn about it. Most will balk, but try to make it fun and work with them. Make it a great summer—see you in the September.



**African American  
and**

## Hispanic Seniors College Acceptances

On behalf of the MSA committee, we would like to recognize and congratulate the following seniors who will be graduating this year. The following seniors have notified their counselor of their acceptance to a two or four year university.

Abera, Anteneh  
Marshall University

Banks, Ebony  
NOVA

Barnes, Hope  
NOVA

Bennett, Brittany  
Hampton University

Blandon, Gilbert  
West Virginia University

Blount, Allen  
North Carolina A&T  
University

Blyther, Aneara  
NOVA

Boyd, Jamaal  
Aviation Institute

Brown, Bianca  
NOVA

Brown, Stephen  
NOVA

Calderon, Maricela  
NOVA

Cantu, Ashley  
NOVA

Castro, Marvin  
NOVA

Comas, Stephanie  
Virginia Tech

Cooper, Paul  
Old Dominion University

Del Rio Cervetto, Julissa  
NOVA

Edelen, Gimell  
UDC

Ennis, Alexia  
James Madison University

Espinoza-Febres, Juan  
NOVA

Fino, Lina  
Lynn University (Florida)

Gaddy, Christopher  
Allegheny University

Garcia, Diana  
James Madison University

Giles, Jessica  
Baylor University

Hadnot, Cameron  
Junior College-California

Icochea, Angella  
NOVA

Jackson, Brittany  
Penn State University

Jones, Carmen  
University of Alabama

Jones, Chantal  
JMU or Spelman

Koroma, Ibrahim  
Allegheny College or IUP  
University

Martin, Carlos  
Virginia Commonwealth  
University

Manley, Bravitt  
University of Virginia

Marshall, Nicholas  
Christopher Newport  
University

McKenzie, Natan  
North Carolina Central  
University

Merino, Evelyn  
FIDM (California)

O'Neal, Brittany  
UVA at Wise

Owens, Devin  
Fisk University

Parker, William  
Virginia Commonwealth  
University

Payen, Bernie  
NOVA

Penaloza, Shirley  
George Washington  
University

Perry, Monique  
University of Virginia

Perry, Rodney  
William and Mary

Peterson, Erin  
Virginia Tech

Ramirez, Mary  
Radford University

Ramirez, Yawilda  
Virginia Tech

Reid, Darrell  
Penn State University

Renie, Jamilla  
NOVA

Retson, Kathryn  
Roanoke University

Riley, Nicole  
Norfolk State University

Rodriguez, Carlos  
NOVA

Rodriguez-Lugo, Lina  
Virginia Wesleyan  
University

Romo, Ismael  
NOVA

Salomon Barreda, Gonzalo  
George Mason University

Sarmiento, Gabriel  
NOVA

Smith, Jehan  
NOVA

Soriagalvarro, Claudia  
NOVA

Squirewell, Ebony  
NOVA

Taboada, Gary  
NOVA

Tefferi, Yonas  
Old Dominion University

Thomas, Dana  
New York University

Tillman, Ryan  
Norfolk State University

Valle, Joseph  
NOVA

Williams, Carmen  
Tennessee State  
University

Williams, Christopher  
NOVA

Williams, Jessica  
Virginia Commonwealth  
University

## *Listen Up:* Hispanic Students Looking for a College Scholarship

By: Armando Garcia

Hispanics, a federal designation that includes Mexican Americans, Puerto Ricans, Cuban Americans, and other U.S. citizens and residents who trace their roots from Latin American countries and Spain, are now the largest minority group in the U.S., comprising over 14% of the population. Hispanic Americans will comprise 1 of every 4 Americans by the year 2050. The Bureau of Labor Statistics points out that Hispanics make up one out of every three new

workers in the country, and by 2025 this number will be one of every two new workers. Latinos seem to be the future of the American workforce. Moreover, it is the youngest and fastest-growing population group in the United States. Even with these figures, only 1 out of 10 Hispanic Americans between the ages of 25 to 29 will complete a four-year college degree.

Our nation's economic and social success rests on the level of skills and knowledge attained by Hispanics, education is the key. Although going to college has become increasingly important to succeed, many students across the country still do not know what it takes to get there. To help you get started, be sure that you speak with teachers, and your guidance counselor and make sure that scholarships are your main priority and your search should start with: [www.chci.org](http://www.chci.org), [www.hacu.net](http://www.hacu.net), [www.hsf.net](http://www.hsf.net). Searching for your scholarship applications is step one and applying is step two, and here are some tips that might help you with the scholarship application from Kay Peterson, Fastweb.com.

1. **Apply only if you are eligible:** Read all the scholarship requirements and direction carefully.
2. **Complete the application in full:** If a question does not apply to you, note that on the application. Do not leave a question blank. Be sure to supply all additional supporting materials, including transcripts, letters of recommendation, and essays.
3. **Follow directions:** Provide everything that is required. However, do not supply things that are not requested.
4. **Neatness counts:** Type your application, or if you must print do so neatly and legibly.
5. **Write an essay that makes a strong impression:** The key to writing a strong essay is to be personal and specific. Include

concrete details to make your experience come alive.

6. **Watch all deadlines:** Do not rely on extensions, very few scholarship providers allow them at all.
7. **Make sure your application gets where it needs to go:** Put your name on all pages.
8. **Keep a back up file in case anything goes wrong.**
9. **Give it a final 'once-over.'**
10. **Ask for help if you need it.**

For more information on Minority Scholarship opportunities check out the MAC web site at: <http://ptsa.westfieldhs.org/> and click on to Minority Achievement Committee link, then scholarships. There's lots of good information on these sites. Apply for scholarships NOW - this is the time. Oh and by the way, have you sent in your FSFA application?

## WESTFIELD STEP TEAM Continues to be In Desperate NEED Of a Sponsor

*Attention: Administrators, Teachers, Counselors and Staff;* The Westfield Step Team is in desperate need of a sponsor. The team had to disband after their sponsor was unable to continue due to family issues. The sponsor would have several parent helpers and would not need to know how to step. The team needs someone to be at the practice who is a Westfield school employee. Please consider volunteering your time to help keep these kids stay busy with an activity that will benefit the school as well as the self-esteem of so many kids. If you are interested please contact your immediate supervisor TODAY! Thanks.

## Forensic Dig at Mountain State University

By Arielle Jasper

While attending a college fair at Fair Oaks Mall last year, I met and kept in contact with the Forensic department at Mountain State University in Beckley, WV.

Through this contact I was invited to attend a dig at the university in late April. After arriving I met Brandi, Mike, Sarah, and Jack who are upper classman of the Forensic Department. We all assembled in the Crime Scene Investigation (CSI) building. This was an old house that the college had purchased from the city and they had turned it into what they used for CSI scenes, digs, and a haunted house during Halloween. I assisted in setting up for the dig for the lower classman. They made five shallow graves and then began to collect evidence to put in the graves; once the evidence was collected for each grave we listed each item that was assembled per grave so that when the students began collecting we could match the evidence with what was collected from each grave. One of the places that we went to collect evidence was at a dump where they kept old bones of pigs. Then the lower classman from Criminalistics class (already broken into groups) came to, set up sites, find the graves, collect the evidence and a assemble report. It was interesting to watch them knowing that I knew what was in almost all the graves. I watched them mark out their grids, setup their shifters, and photograph. It took all day. This was nothing like the CSI that you see on TV, it was much more detailed. I met the Director of the Forensics Department, Mr. Roger Teets. I also met Professor Neame, Director of Forensic Entomology, "study of bugs" who invited me to go bug collecting with the upper classmen later that evening at a nearby dump. At this dump the forensic department had five cages of different stages of decomposed pigs, one was in an ATM hut and another was dressed up and some even had names. It was dark and

very very smelly. Some of the students started gagging from the smell but I held my own and hung in there. The professor was very impressed he said I would make a perfect CSI student. As we were leaving the area I notice that people lived near by I was very surprised considering the smell but was told land was very cheap because no one wanted to live near the dump.

Later that day I went on a tour of the campus. I was very impressed with the college and their large forensic program. It is my wish to enter the forensic field along with anthology. My entire day at the college and with the forensic group was extremely enjoyable.

## **THE ORGANIZATION OF BLACK AIRLINE PILOTS, INC. (OBAP)**

### **SUMMER ACE/FLIGHT ACADEMY PROGRAM**

The Organization of Black Airline Pilots, Inc. (OBAP) Summer Aviation Career Education (ACE)/Flight Academy Program is a nationally recognized program. OBAP is partnered along with the Federal Aviation Administration (FAA), National Black Controllers and Federal Aviation Employees (NBCFAE), military, commercial and non-profit community organizations in pursuit of the goals and objectives of this program.

The objective of the Summer ACE Program is to offer entry-level exposure of the aviation industry to young people ages 14 to 18. The number of students (per class) will tend to vary each year, but should average between 15 to 40 students depending on several different factors both affecting the academy staff and students as well (i.e. academy staff: available manpower, students: other competing programs of interest).

The ACE Camps serve as a vehicle to expose our youth to a variety of aviation careers.

Students will participate in the following activities:

- Aircraft orientation flights (powered aircraft)
- Field trips to educational and commercial facilities specializing in aviation
- Visits to aviation museums (Smithsonian Air & Space Museum)
- FAA and Air Traffic Control related facilities
- Aviation career seminars where young people can hear from the Aviation and Aeronautical Professionals regarding how to get started in an aviation career.

Interested? For more information E-mail any of the following ACE Camp directors:

NoVA Camp Director, **Robert Newkirk:**

newkirk@alum.mit.edu  
Phone: 703-324-0358  
Or

OBAP ACE Director, **Cliff Curtis:**  
LleeCurtis@aol.com  
Phone: 703-868-3506

Additionally you may contact the following school coordinators:

**David Jagels**, Westfield HS:  
david.jagels@fcps.edu  
Or

**Dr. Victor Bibbins**, NVCC  
[vbibbins@nvcc.edu](mailto:vbibbins@nvcc.edu)

Also check out the MAC web site at: <http://ptsa.westfieldhs.org/>

## **BITS**

### **Bits Grade Analysis**

<b>Subject</b>	<b>Beg</b>	<b>Ending</b>
	<b>Grade</b>	<b>Grade</b>
	<b>Avg</b>	<b>Avg</b>
<b>1st Qtr</b>		
English	2.027	2.166
Math	1.676	1.794
Science	2.5	2.527
Social Studies	2.416	2.25
<b>2nd Qtr</b>		
English	1.85	1.95
Math	1.285	1.904

Science	1.741	1.724
Social Studies	1.818	1.795

When students come on a regular basis and start in the beginning of the quarter, their grades show remarkable difference. Those that come at the end and do not come regularly do not fair well.

BITS Informational meeting will be held on **September 30, 2006** Attendance is required for students, parents and perspective tutors.



Mark your calendar,

**October 14<sup>th</sup>, 2006** is the first scheduled BITS session of the 2006-2007 school year. Updated registration forms will be available at the school or on-line by the middle of August 2006.

## **MAC Fact**

**Definition:** a historical insight about a person of color or an event concerning persons of color designed to help shape and uplift pride in the heritage of our minority youth

## **May**

## **Asian Pacific American Heritage Month**



May is Asian/Pacific American (APA) Heritage Month. In 1978, a joint congressional resolution established Asian/Pacific American Heritage Week. The first

10 days of May were chosen to coincide with two important anniversaries: the arrival in the United States of the first Japanese immigrants (May 7, 1843) and the completion of the transcontinental railroad (May 10, 1869). In 1992, Congress expanded the 10-day observance to a month-long celebration. Asian/Pacific Americans make up about 5.3% of the U.S.'s population and are one of the fastest growing racial/ethnic groups in the U.S.



**Gary Locke**  
*Governor*

**Born:** 1/21/1950

**Birthplace:** Seattle, Wash.

Locke received a B.A. in political science from Yale University in 1972, and a law degree from Boston University in 1975. He worked for several years as a county prosecutor in King County, which includes Seattle. In 1982 Locke was elected to the Washington State House of Representatives, serving as chairman of the Appropriations Committee for five years. In 1993 he was elected King County executive, where he reduced the budget, expanded transit services, and adopted a growth management plan. Locke was elected governor of Washington in 1996 and was reelected in 2000. He focused on educational issues and signed a welfare reform bill reducing the number of recipients by one-third. A Democrat, Locke was the nation's first governor of Chinese ancestry. Locke chose not to run for a third term, citing a desire to spend more time with his family as the reason.

**IT'S THE MAC  
ATTACK**

## **Asian Pacific Americans by the Numbers**

*From the U.S. Census Bureau*

**Asians**  
**14.0 million**

The estimated number of U.S. residents in July 2004 who said they were Asian or Asian in combination with one or more other races.

**Education**  
**49%**

The percentage of Asians, age 25 and older, who have a bachelor's degree or higher level of education. Asians have the highest proportion of college graduates of any race or ethnic group in the country.

**87%**

The percentage of Asians, age 25 and older, who are high school graduates.

**20%**

The percentage of Asians, age 25 and older, who have an advanced degree (e.g., master's, Ph.D., M.D. or J.D.).

**Income and Poverty**  
**\$57,518**

Median household income for Asians in 2004, the highest among all race groups.

Median household income differed greatly by Asian group. For Asian Indians, for example, the median income in 2004 was \$68,771; for Vietnamese-Americans, it was \$45,980.

- Have you talked to your child about their goals and how going to college will help them to obtain these goals?
- **Black** households had the **lowest median income** in 2004 (**\$30,134**) among race groups. **Asian households** had the **highest median income** (\$57,518). The median income for non-Hispanic white households was \$48,977.

Median income for **Hispanic households** was **\$34,241**.

When was the last time you sat down and talked to your child about the importance of education and its value?

**Be pro-active  
THINK ABOUT IT!**

---

Do you have a question, or an issue you would like us to write about? Would you like to submit an article? We want to hear from you; contact;

- MAC Chair: Mark Richardson  
703-793-4947
  - MAC Editor: Celeste Peterson  
703 830-3795
  - BITS Coordinator: Carol  
Jasper  
703-830-3865
-