

individuals and organizations that do the same. We will help families develop the qualities that make them effective advocates for their children's best educational interests.

Sustainability—We will make sustainable contributions to the practice of education, and provide a legacy of youth enrichment that will live beyond our organization. Our actions and decision-making will include a clear recognition of long-term educational stewardship to ensure families and communities share the benefits of our work for generations to come.

Leadership—We will strive to be leaders in the local, regional and larger educational communities, and contribute to the further development and education of others and ourselves. We personally commit to and will hold one another accountable to conduct our work in a thoughtful, creative, and comprehensive manner. We will be sincere, honest, non-discriminatory, and forthcoming in all of our actions.

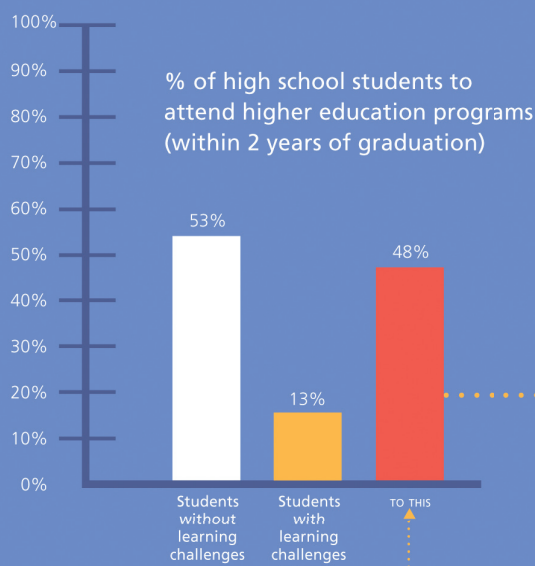
One of the implications of these Core Values is that Chartwell continues to look for ways to create better learning outcomes for even more students. The New High School Project is one of these ways.

THE NEW HIGH SCHOOL PROJECT UNWRAPS POTENTIAL

The New High School Project is a complete rethinking of how the high school experience can shape a student's potential. It will incorporate the best current and past research to create a

school truly designed for the students it serves. Steve Henderson and Elizabeth Miles are bringing imaginative solutions, expertise and a deep commitment to student success to this new way of educating curious and capable teens. Its innovative structure and curriculum will benefit students who may not thrive in a general education setting, where challenging curricula cannot accommodate the full range of bright students with learning variations.

With flexible schedules, project-based learning, field experiences, fitness, the arts, and a rich array of technology, The New High School Project provides bright but struggling students with conceptual rigor and experiential learning that awakens their true potential, while at the same time offering the structure and support necessary to build the fundamental skills needed to succeed in college, in careers and in a fulfilling pursuit of lifelong learning. For more information, please contact Douglas Atkins at 831.394.3468 x 1022.



▶ 1 in 4 students dropped out of California high schools last year: almost 3 times as many with learning challenges as those without.

▶ Two thirds of high school graduates with learning challenges were rated "not qualified" to enter a four-year college, compared to 37% of non-impacted graduates.

▶ Research has shown that, with proper diagnostic instruction, 90% of students with learning challenges can be prepared successfully for programs in higher education.