Associated Press Writer

NEW YORK (AP) - The small white coffin holding the body of a 7-year-old boy who was struck by a car in Brooklyn was hoisted above the heads of pallbearers as hundreds chanted, "No justice, no peace."

The outpouring of emotion Monday outside St. Anthony's Baptist Church in Crown Heights for the death of Gavin Cato led to an impromptu five-mile march to Cypress Hills Cemetery.

Hundreds of people who joined it had been among more than 1,000 mourners inside and outside the church who listened to a series of speakers vow that the young life would not be forgotten.

"He speaks from his grave to all of us," the Rev. Al Sharpton said, promising to put the child's name at the top of the list of blacks he believed had been mistreated by a system that cuddles whites.

In this instance, blacks in the Crown Heights section say the

system failed Gavin after he and rocks and bottles at police. his 7-year-old cousin were hit Aug. 19 when a car driven by an ultra-Orthodox Lubavitcher Jew careened onto a sidewalk. The cousin, Angela Cato, was seriously injured and listed in stable condition Monday.

Many black Crown Heights residents were furious that the driver was not arrested. They accused police and city agencies of giving preferential treatment to Jews. The accident caused longsimmering tensions between blacks and Jews in Brooklyn to erupt.

A Lubavitcher who was not involved in the accident, Yankel Rosenbaum, was stabbed to death in the immediate aftermath of the accident. On Monday a Brooklyn grand jury indicted Lemrick Nelson, 16, who is black, in the homicide, according to Nelson's lawyer, Arthur Lewis Jr.

In the days that followed the accidents stores were looted, a mob burned an Israeli flag in front of the Hasidic group's headquarters and angry residents threw

"I hear the word 'peace.' They don't want peace. They want quiet," Sharpton said at the funeral. "If they want peace, look at the arrangements in Crown Heights and make it equal."

Sharpton had accompanied the boy's parents, Ingrid Wolcott and Carmel Cato, when they entered the church. The mother's wails filled the church for about 10 minutes when the service began, as women tried to comfort her.

At the funeral, Mayor David Dinkins was among the speakers expressing hope that both sides would work to "increase the

At City Hall later, Dinkins announced immediate technical and economic assistance to businesses damaged in last week's violence: "There is no greater tragedy resulting from last week's angry disturbances than the deaths," Dinkins said. "But there are other victims: the stores that were looted and vandalized

We will help Crown Heights merchants and, by extension, the

entire community."

Dinkins, who has been in Crown Heights every day since Tuesday, said tensions had calmed somewhat but added, "I recognize we are by no means out of the woods."

At the funeral, speakers expressed sympathy for the Cato family and appealed for an end to the violence, the arrest of the car's driver and better conditions for blacks in the neighborhood.

Activist lawyer Colin Moore said he hoped that, "out of the actions of the tragedy will come the promise of a better life for thousands of African youth."

By the time the funeral was over, about 2,000 people had

The police presence was heavy, both at the church and several blocks away, at the site of the accident. Activist Sonny Carson got into a shoving match with some officers as he left the church. There were no arrests.

Carson then climbed on a car and led the crowd in a chant of "Remember Gavin Cato!"

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So what? some ask

tains a math and a verbal section, which are evaluated on a score of 200-800. A perfect score is 1,600.

NOW THE BAD NEWS

While the increase in test scores is welcome news, the discrepancy between scores of whites and blacks is still significantly disproportionate. White about 200 points higher than that of blacks, 737 for blacks and 916 for whites. Similar figures hold true for the national averages.

Conversations with Walter Marshall, chairman of the NAACP education committee, and other local black leaders reveal specific reasons for the disappointing discrepancy.

The SAT, CAT (California Achievement Test) and IQ tests all have edge rather than based on skills. built-in cultural biases. For instance: a question on the CAT asks what a crib is; to a child living in the ghetto, a crib could be a house. Another question asks what jam is; to a black child, jam

could be a dance.

· Low-level classes Many black students do not take highlevel academic courses, or do not take them as early as white students.

 Low expectations Since integration, the expectation has persisted that black students will not succeed or perform as well as students' average scores remain white students. Students, like many people, tend to live up to what is expected of them.

> Insufficient parental support Too few black parents actively support their child's academic achievement, and fewer publicly fight for issues concerning educational achievement of black stu-

 Poor test-taking skills Many Cultural biases in the test black students approach the test as something based on knowl-

> Even so, not everyone agrees that SAT scores are terribly impor-

"The SAT is not as significant an indicator of knowledge as it is made out to be," argues Marshall,

Gifted Program

Continued from page A1

State and local criteria blamed

"We know something is wrong," concedes Dr. Fred Adams, associate superintendent of programs for city/county schools. "But we may have our hands tied to some degree, due to state requirements."

Gifted programs in elementary schools serve students in grades 3-8 and are primarily funded by the state. Eligibility is heavily weighted on standardized test scores. Historically, minority students don't score as high as whites do on standardized test scores, and minority groups across the nation have questioned the use of standardized tests, claiming that they penalize minority students.

While the state will fund gifted programs for four percent of students, Adams says Forsyth County serves 11-12 percent of the student population with gifted programs. "We will serve about three times the kids we get paid for," says Adams, "and for those kids, we must adhere to strict guidelines from the state."

AP classes are taken in high school and consist of college level work. Students receive college credits for AP classes. "Our minority students do extremely well in the AP program," says Adams. A teacher recommendation admits a student into AP

In grades 3-8, gifted students attend a half-day (usually morning) of AG classes, and have afternoon classes with other kids. This schedule, called multi-grouping, ensures that AG students are in classes with other students part of the day.

One percent of children in the Highly Gifted (HG) program are implemented for high school yet. black. "It's a small number, and we are concerned about that," said Dr. Adams. "We know there are more kids out there that can do the program."

(HG) classes is determined by locally established criteria, which now requires an IQ of 140. Schools with HG programs are Kimberly Park and Brunson elementaries, Wiley and Cook middle schools. This is the fifth year for the HG program. "Even though the IQ standard is high, the other criteria are more flexible," continued Dr. Adams, "and we could place kids in there that we think really can do the work."

Counter-productive social pressures

Not only is it hard for black students to get into gifted programs, but they also may be faced with a number of social forces that run counter to educational achievement. Black students, and black males especially, are often expected to excel on the football field or the basketball court - but not in the classroom.

As a result, they tend to shy away from academics - even in subject areas they enjoy.

AG Task Force offers hope

One parent of a gifted student noted that many parents are concerned about the perceived elitism of the gifted program, and are looking forward to the Task Force addressing that problem.

The AG Task Force, headed by Emily Simeon and composed of 65 members, includes teachers, parents, and members of the business community. In the next few months, the Task Force will split up into subcommittees, including one for minority issues. The AG Task Force will also determine what happens to highly gifted students in ninth grade and up, since the HG program has not been

Dr. Carlinda Purcell, who was responsible for the AG Task Force last year, is now in charge of support services for at-risk students including drop-outs and students Eligibility for Highly Gifted with drug and alcohol problems.

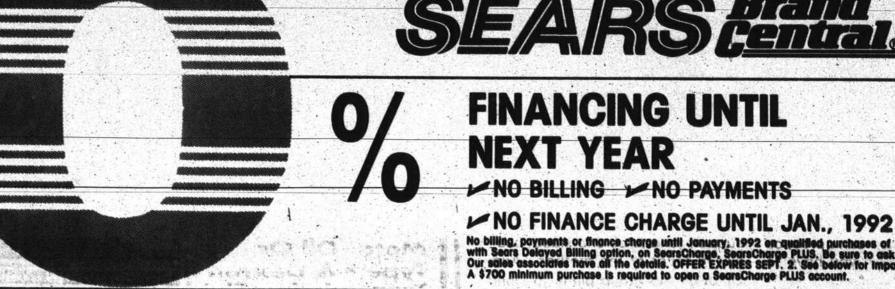
Continued from page A1

noting that only a few states use the test to extent that North Carolina does.

"The major issue is that education is in trouble, but SAT scores are not an indication that schools are not successful. If we concentrated on test-taking skills and tested only the top students, the scores would improve. SATs are being blown out of proportion to take the public's mind off other issues in education."

Sue Carson, program manager for community services for city/county schools, points out that North Carolina tests a higher number of students (57 percent) than almost every other state. Iowa students had an average score of 1,093, yet only five percent of its high school seniors took the SAT.

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