2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: <u>X</u> Elementary __ Middle __ High __ K-12

Name of Principal _____<u>Mrs. Juliane Fouse-Shepard</u>_____
<center>(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</center>

Official School Name _____<u>Newton D. Baker School of Arts</u>_____
<center>(As it should appear in the official records)</center>

School Mailing Address_____<u>3690 West 159th St.</u>_____
<center>(If address is P.O. Box, also include street address)</center>

_____<u>Cleveland</u>_____<u>Ohio</u>____<u>44111-5706</u>_____
City   State   Zip Code+4 (9 digits total)

County _____<u>Cuyahoga</u>_____ School Code Number*___<u>IRN# 027102__CMSD# 6415</u>

Telephone (<u> 216) 252-2131</u>_____Fax <u>(216) 889-4040</u>_____

Website/URL__<u>cmsdnet.net</u>_____ E-mail <u>Juliane.Shepard@cmsdnet.net</u>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* __<u>Dr. Barbara Byrd-Bennett</u>_____
<center>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</center>

District Name___<u>Cleveland Municipal School District</u>_____ Tel. <u>(216) 574-8000</u>_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
 (Superintendent's Signature)

Name of School Board
President/Chairperson __<u>Ms. Margaret Hopkins</u>_____
<center>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</center>

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
   - __61_ Elementary schools
   - __25_ Middle schools
   - __18_ Junior high schools
   - __20_ High schools
   - __13_ Other
   - __137_ TOTAL

2. District Per Pupil Expenditure: _$11,121____

   Average State Per Pupil Expenditure: _$8,755_____

SCHOOL

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. __5___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	28	34	62		8			
1	23	48	71		9			
2	36	45	81		10			
3	30	29	59		11			
4	36	42	78		12			
5	28	54	82		Other			
6	38	40	78					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					511

6. Racial/ethnic composition of   __25__ % White
the students in the school: __55__ % Black or African American
                                                __17__ % Hispanic or Latino
                                                __1__ % Asian/Pacific Islander
                                                __2__ % American Indian/Alaskan Native
                                         100% Total

7. Student turnover, or mobility rate, during the past year: __6__ %

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	11
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	511
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: __.002_%
                                               __1__ Total Number Limited English Proficient
Number of languages represented: __2__
Specify languages: English & Spanish

9. Students eligible for free/reduced-priced meals: __100__ %

     Total number students who qualify: __511__

10. Students receiving special education services: __13__ %
                                         __68__ Total Number of Students Served
Number of students with disabilities

     _2_ Autism   ___Orthopedic Impairment
     ___Deafness   _1_Other Health Impaired
     ___Deaf-Blindness   _27_Specific Learning Disability
     _13_Emotional Disturbance   _18_Speech or Language Impairment
     _3_Hearing Impairment   ___Traumatic Brain Injury
     _2_Mental Retardation   ___Visual Impairment Including Blindness
     _2_Multiple Disabilities

11. Number of full-time and part-time staff members.

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	0
Special resource teachers/specialists	12	0
Paraprofessionals	3	0
Support staff	0	5
Total number	35	5

12. Average school student-"classroom teacher" ratio: 27:1

13. Attendance Patterns:

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98 %	97 %	96 %	94 %	92 %
Daily teacher attendance	93 %	92 %	94 %	87 %	90 %
Teacher turnover rate	3 %	7 %	12 %	5 %	5 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Newton D. Baker School of Arts is an elementary school in the West Park residential area that draws students from all over the city of Cleveland. As the only elementary school in the city to teach from an arts-based curriculum, Baker offers inner city children the unique opportunity to develop artistically and academically. Our student population consists of general and special education students in grades kindergarten through sixth. Our special education population includes students who are gifted, learning disabled, cognitively delayed and severely emotionally disturbed. Students are assigned to the school through a lottery system based on parental choice.

As you enter the driveway of Newton D. Baker, one sees the children's creativity prominently displayed on an otherwise typical school building. The colorful mosaic tile mural, which was student produced, embodies our school mission. The mural displays the integration of academics and the arts in its finest form. As you come through the driveway you will park next to the baseball diamond, which is used for a variety of physical education activities. The colorfully painted design on the entrance door personifies yet another student-created project. As you enter, you will hear students of varying abilities creating harmonies in their instrumental music class. You are ushered through our main hallway by "Welcoming Wildcats". These caricatures were a part of the school's float made for participation in the 1996 Cleveland Bicentennial Parade. They now stand proudly as a part of our rich history, directing your attention to the school mission statement displayed in the main hallway. The staff, parents and community united to develop a mission statement that would be a clear statement of our school's

purpose:

> *The students, staff, parents and community of Newton D. Baker School of Arts believe that all students will achieve academic excellence through an active learning environment, arts integration and positive school behavior in preparation for future career opportunities.*

Baker's history as a former junior high has made the building conducive to our comprehensive arts program by giving us space to incorporate the visual and performing arts classes. Proceeding through the first floor, you will encounter kindergarten, first and second grade classrooms. The dance room, with its state-of-arts dance floor paid with funds from our corporate sponsor Eaton Corporation, vocal and instrumental music rooms and auditorium/drama room are also located on the first floor, along with a full service cafeteria where meals are cooked on the premises. The second floor houses third, fourth, fifth and sixth grade classes. A visual art room, photographic dark room, radio room and media center are also located on the second floor. A technology lab, located in the media center, is used for computer instruction for Baker's population. Teacher-facilitated computer instruction has been enhanced by the use of the TVator, the Internet and various software programs. The Ohio SchoolNet Plus Grant allowed us to install computers in every classroom. We have also acquired twenty-two Dell computers that have been dispersed throughout the building for classroom use. The gym, stage prop rooms and our Parent Resource Room are at the basement level.

Parent groups are an integral part of the Baker community. Our *Baker Booster Club* supports the arts integration program by holding parent workshops and helping raise money for arts materials. *Circle of the Arts, Inc.* is a group of parents, community leaders, arts and business professionals committed to academic excellence through arts integration. This group was formed in the fall of 2004 to write grants and raise money to support the school mission of integrating academic subjects with the arts. Most classrooms have a willing group of parent and community tutors who volunteer their time and expertise to help our students meet their academic goals.

Our classroom and special subject teachers weave the Cleveland Municipal School District's Academic Content Standards, the Ohio Proficiency learning outcomes and a viable arts program together to establish a comprehensive and cohesive curriculum. Our academic classes include literacy, language arts, math, social studies, science, health, physical education and the arts. These subjects are integrated with dance, drama/theater, vocal and instrumental music and visual art.

The arts program at Baker has been impacted by the District's financial difficulties. Staff reductions have reduced our visual art program to one teacher, decreasing student contact time from 80 to 40 minutes per week. Our drama program was reduced from five to three days per week, and our dance program was eliminated. A core team of Newton D. Baker staff met with our corporate sponsor, Eaton Corporation, to formulate a plan to offer dance twice a week. This dance artist-in-residence is funded by another Eaton donation. Amidst these program changes, the staff of Newton D. Baker strives to improve student achievement on Standardized Tests and continues to receive national recognition through the continued integration of academics and the arts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading and Math
The testing procedures at our school, District and State are currently in transition. We are in the second year of a reading achievement test for third graders administered by the State, The Ohio Achievement Test (OAT). Our first year of this test, the 2003-2004 academic year, was extremely successful. Our overall percentage of passage on the OAT was 87%, 12% over the State's goal of 75% passage. We surpassed our District's average by 40%. The District had a 47% passage. We also surpassed the State's average by 9%. The website that can illustrate our scores comparatively to the District and State of Ohio is http://www.ode.state.oh.us and

www.ed.gov/offices/om/fpco/fprpg.

        This test is criterion-based and determined by the State's reading benchmarks. The test is given twice yearly, early October and mid March. The children are expected to meet the proficient level of the test. This test has fulfilled the assessment qualifications for the *No Child Left Behind Act.*

        After careful review of our OAT results, we have determined that our one subgroup that is lagging in test performance from their cohorts is the African American Male from an economically disadvantaged background. Twenty percent of this subgroup did not pass the OAT last year. However, 8% of that group was already receiving Individualized Education Plans (IEP). The IEP indicated that these children were already identified as having deficiencies and had a specialized plan formulated for them. Ten percent of the 20% that did not pass did reach the Basic Level of the criteria of the test demonstrating that although they were not proficient in reading, they met the basic standards of the test.

        Our 4th grade test results in reading were determined by the Ohio Fourth Grade Proficiency Test. However, the students will be tested using the Ohio Achievement Test for fourth graders this year.   The past three years we have done well in the reading portion of the Ohio Fourth Grade Proficiency Test. During the 2003-2004 academic year, 85% of our children scored proficient, exceeding Ohio's goal of 75%. This also represented a 15% increase from the following year. We attributed this growth to ongoing interventions for at-risk students.

        The subgroup lagging behind its cohorts in the 4th grade reading test for the 2003-2004 academic year was the White group. There was a gap of 9% between the White cohort and African Americans. The Hispanic group had a 100% passage, which meant that the White group lagged behind the Hispanic group by 22%.

During the 2002-2003 academic year there was a marked difference between the African American group and the White group. That year there was a 38% difference in the groups. The Hispanic and White subgroups had 100% passage while the African American group had 62% passage.

        During the 2001-2002 academic year there was less than 10% difference in the subgroups' reading proficiency scores. What can be noted from our scores is that the Hispanic passage of the reading portion was the most successful and consistent from the subgroups.

        A look at our writing scores showed very little difference between our African American and White subgroups on the 2003-2004 Ohio Fourth Grade Proficiency test. The African American subgroup passage rate was 88.89 %, which was 13.89 % more than the state standard of 75%. The White subgroup passage rate was 95.24%, which was 20.24% more than the state standard of 75%. The Hispanic group, which had posted 100% passage on reading, had 75% passage rate for writing which met the state standard of 75%. This was a significant discrepancy for the Hispanic subgroup. We have attended to the discrepancy in the Hispanic subgroup this year by having an additional instructor for writing in the 3rd, 4th and 6th grades. We feel that the extra concentration on writing will yield successful writers and test takers.

        Our math scores are based on the 4th Grade Ohio Proficiency Test. In 2003-2004 our fourth grade student population had an 80% passage rate. The State's standard was 75%. Our African American subgroup's passage rate was 79%, which surpassed the State's standard by 4%. Our White subgroup had a passage rate of 95%, which exceeded the state's standard by 20%. Our Hispanic subgroup had a passage rate of 80%, which topped the state's standard by 5%. Our Hispanic group represented our average passage rate. There was a significant discrepancy between our White subgroup and the other groups in 2003-2004. However, this discrepancy did not appear in previous years. The discrepancy was only 6% during the 2002-2003 academic year, and it was the African American group posting the highest percent passing of 66%. The White subgroup that year posted only 60%.

2. Using Assessment Data

For the last four years Newton D. Baker staff used multifaceted methods and administered several instruments to test students initially and then tracked their progress. Every child in the building was

administered the Jerry Johns Reading test by October. This reading inventory demonstrated the child's vocabulary and reading level. The Jerry Johns assessment allowed us to examine each child's reading skills. Children that were performing below grade level were then given further diagnostic tests to determine their specific weaknesses. Once these weaknesses were identified the children have a prescribed long range plan created for them. These at-risk children were able to participate in several interventions.

Children performing at grade level were also monitored throughout the year so their individual growth was continuous and sustainable. Students who scored above grade level with the Jerry Johns assessment had the opportunity to participate in activities with our Gifted & Talented Program so they had a challenging and rewarding experience.

We also used the Cleveland Municipal School District's (CMSD) assessment in reading, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Stanford Achievement Test. The staff met at each grade level to identify student weaknesses and created curriculum maps to address those concerns. The information derived from our tests was disseminated not only to the homeroom teachers but also to Arts teachers. The homeroom teachers and Arts teacher collaboratively planned strategies that addressed our children's weaknesses through integrated lessons, small group instruction and tutoring.

We continued auditing our children's progress by assessing them midyear with another Jerry Johns test, CMSD interims and the results of the Third Grade Ohio Achievement Test, given in October. The staff continues to utilize curriculum mapping and tailors instruction to meet the needs of our children.

We also utilize the CMSD Data Farm. The information we derive from the Data Farm gives us a comprehensive view of each child in regard to standardized testing. The information we derive from the Data Farm helps us further address each child's specific needs.

At Newton D. Baker we understand that it is crucial for us to examine the available data and create strategies so each child can post sustainable growth and become proficient in content areas.

3. Communicating Student Performance to the Community.

We communicate and disseminate our assessment data in several ways to the parents, students and the community. The parents receive their child's testing data through CMSD individual reports. The testing data is explained to the families at parent teacher conferences. The parents also receive information from the Family Liaison, Intervention Based Assessment Team and through the Ohio Individual Report.   They receive school-wide information through our Family Newsletter, Principal Letter, Open House, Parent Meetings, Testing Celebration Event, School Report Card, office bulletin board, and CMSD website.

Our neighborhood receives our test results in several ways. We share our information with our neighborhood by reporting our success to a small local neighborhood magazine. The Kamm's Corner Development Corporation's (KCDC) magazine has a circulation of 60,000. KCDC has been a vital tool in communicating with our neighborhood. The local Kiwanis Club has also helped us share information with our neighboring community.

Our larger community, The City of Cleveland, has been given access to information about our success in the following ways: District's website, The Plain Dealer, School's Report Card and through our Arts outreach activities.

Our partnership with the Eaton Corporation has also assisted us in getting our students' performance data throughout the city by their relationship with the news media and presence on Art Boards. Eaton has opened many doors for us in regard to disseminating our mission and success. Eaton's guidance and support has helped us transmit our success throughout the city and county.

4. Sharing School Successes

Newton D. Baker has shared and will continue to share its successes with other schools through Professional Development Inservices, Learning Walks, Principal Leadership Seminars, Mentoring, Professional Partnerships and our Academic Achievement Plan. Our staff has led many professional development inservices for other schools in language arts instruction, Interactive Math instruction,

Comprehensive Arts Curriculum, Science Fair training and family liaison activities. We have participated in Learning Walks for the past two years. This not only allows us to share our successes, but also gives us the opportunity to acquire useful information. Our Principal participates in Principal Leadership Seminars on a regular basis. Her leadership and facilitation of seminars makes her an effective messenger of our success.

We have had the opportunity to mentor many new and struggling teachers in the District. Our Visual Art teacher was able to share her art and social studies integrated curriculum with her cohorts at other schools. The Vocal Music teacher has devised a science and music curriculum for the primary grades. She has had many District colleagues visit our school to learn about this hands-on integrated curriculum. We have been used as a model or pilot school for award winning programs such as *Read Baby Read Book Club* and the Cleveland Opera's *Music! Words! Opera!* Residency.

Newton D. Baker maintains excellent partnerships with our local colleges. Case Western Reserve, Ashland, Baldwin Wallace and Cleveland State are universities that utilize Newton D. Baker as a place where future educators can learn and develop their teaching skills. We have students that come to our school for on-site field visits, practicum and student teaching experiences. We realize the importance of sharing our success with people entering the field of education. Our teachers, children and staff become effective mentors to these future teachers.

Our Academic Achievement Plan (AAP) is another tool to share our success. This plan is a blueprint for continuous improvement to ensure student success. This plan is revised annually to ensure that all of our students' needs are addressed. The AAP is a powerful working document and evidence of our success.

PART V – CURRICULUM AND INSTRUCTION

1. Our Curriculum

Our classroom and special subject teachers integrate the Cleveland Municipal School District's Academic Content Standards and the Ohio Proficiency learning outcomes. This establishes a comprehensive and cohesive curriculum. Our academic classes include Language Arts, Math, Social Studies, Science, Physical Education and the Arts. These subjects are integrated with drama, dance, vocal and instrumental music and visual art. Newton D. Baker strives to improve student achievement on the OPT/Off Grade tests through the academics and arts. Nearly 100% of the staff has been trained in the Comprehensive Arts Curriculum (CAC) model and successfully motivate students by teaching through an integrated arts-based curriculum.

Language Arts: Our school is a print-rich environment. In each classroom and throughout the hallways, cafeteria and gym, the commitment to literacy is evident. Our commitment to CAC successfully aligns us to the English Language Arts Standards. We integrate the arts across curriculum, especially through literature. Our children are challenged to higher-level thinking and writing when CAC practices and language arts units are presented in tandem. To enhance our literacy plan, we utilize an 80-minute literacy block. This allows teachers to use a variety of instructional strategies for effective literacy instruction.

To support our efforts, grade level teachers meet weekly for curriculum planning across all content areas. These professional sharing sessions focus on successful practices: journal writing, peer reading, sustained silent reading, cooperative grouping and other teaching techniques.

We have created several intervention strategies for children who need added support in language arts. We have a tutoring/mentoring program for children in grades 2 –5. These children are given one on one instruction to address their needs in reading and writing. We have an Extended Day Program that addresses 3rd, 4th and 6th grade language arts deficiencies. Through state grants we have created a language arts resource room to assist all staff in creating remediation lessons for grades kindergarten through sixth.

Math: Our math program is aligned with Cleveland Municipal School District's Standards and the State of Ohio Proficiency outcomes. We have implemented the Math standards at every grade level. Our teachers are utilizing an engaging problem-solving program called Interactive Math, developed by a recently retired Baker teacher. This program engages the children to achieve through humor, accelerated timeline, hallway math and self-assessment. All students are expected to self-disclose mistakes, a method that has been proven to be more effective than providing correct answers. This program provides a minimum of 25 exposures to each State-learning objective.

Interventions and safety nets that are implemented for the at-risk students are Extended Day Tutoring, Lunch Buddies and Arts Math Mentors. Using Interactive Math, our students learn a minimum of sixty tools that promote understanding and lead to proficient problem solvers.

Social Studies: Our school implements a variety of strategies to assist our students in becoming proficient in social studies, good citizens and effective problem solvers. Our students are involved in the following programs: Conflict Mediations, DARE, Junior Achievement, Career Week, American Red Cross, annual school wide cultural theme, Student Council, and a literacy-based social studies text.

Science: Newton D. Baker School of Arts has been successful in the state's science proficiency exam for the last several years because our science program has been aligned with the District and State of Ohio's standards. The classroom teachers collaboratively plan and teach lessons utilizing the scientific method, inquiry based learning, the writing process and integrating the arts into instruction. Our science curriculum includes the following techniques and resources: Science warm up activities, direct instruction, discovery-based learning, cooperative learning groups, project based learning, school science fair, science/music integrated lessons, tutoring and literature books.

Physical Education: Our school has a newly renovated gymnasium that allows our physical education instructor to implement the State of Ohio's standards in physical education.

Our integrated arts program is what sets us apart from the rest of the District. The staff is committed to developing our students academically and artistically. The comprehensive Arts Curriculum (CAC) approach involves integrating all academic curriculum with the arts. The students at Newton D. Baker are immersed in a daily integration of the arts and academic curriculum. Our arts teachers work with classroom teachers to correlate instructional units based on the academic standards and yearly arts plan. This involves selecting a specific artist, developing essential questions and individual arts integration units that are implemented throughout the year. Teachers work at their weekly grade level meetings to develop subject curriculum that reflect the integration of the arts.

Through collaboration, professional development and grants, the staff has created and developed three programs that have benefited our students: Science through Music, Math through Keyboards, and Social Studies through Visual Art. These programs are collaboratively taught, assessed and shared. Our student achievement scores in science, social studies and math have shown dramatic increases since the implementation of these programs.

2. Reading Curriculum

Newton D. Baker provides a diverse, multifaceted language arts curriculum that enables us to reach every child. Homeroom teachers have a daily 80-minute Literacy Block. The Literacy Block utilizes standards-based lessons that give the students the chance to read literature, use accountable talk, work in flexible groups and employ the writing process.

Each student has the opportunity to extend his/her literature time at least one period per week with our Librarian in the Media Center. A collaborative effort is evident when the Media Specialist designs lessons that extends classroom learning. Our library houses a wide array of trade books that have been purchased through staff-written grants. The children are able to test their comprehension on the literature using the Accelerated Reader program. The children may self-check for understanding. The Accelerated Reader program also keeps a running record of the books the student has read as well as the child's reading level.

There are intervention programs in place for the children who are struggling in the language arts. We are in the fifth year of the OhioReads grant, a mentoring/tutoring program for children who are

struggling in reading. Our mentoring program won recognition from the State of Ohio in 2003. Through District and grant funding, we received national recognition as an exemplary site for participation in the *Helping One Student To Succeed (HOSTS)* program for four years. Due to drastic cuts this year, we lost the funding for HOSTS but continued with the mentoring program renamed *Baker Book Buddies.* We currently have 45 children from grades 2-5 working on their reading skills with adult volunteers once a week. The one-on-one instruction with the children has proven to be very successful. The average gain has been 1.6 grade levels in reading every year.

We also provide a book club for our second, third and fourth graders called *Read Baby Read (RBR).* The purpose of *RBR* is to expose children to multicultural trade books and build a home library for the children. *RBR* is funded by a nonprofit organization called *A Cultural Exchange*. We have utilized this program for eight years. Our assessment data shows that children in this group value reading and improve their reading versus their cohorts who do not participate. The Cleveland Public Library is a corporate sponsor for *RBR*.

3. Arts Curriculum

We have developed an Artist-in-Residency program that furthers our integration of academic subjects and the arts using professional artists. This program helps us accomplish our mission by exposing our students to different facets of the arts. The benefit of this program is the artists are able to share with our students their profession, skills and philosophy.   Our children are able to create and learn from a working artist. Our corporate sponsor, Eaton Corporation, funds most of this innovative and interactive program.

The children not only acquire new skills in the arts but they will also learn their core academic curriculum through this program. The Cleveland Opera is an example of how effective an artist-in-residence can be. The children hone in on crucial language arts standards while participating in *Music! Words! Opera!* The Cleveland Opera has written a curriculum that aligns itself with the District's and State of Ohio's writing and reading standards. The collaboration between our school and the Cleveland Opera results in published works by our children, community productions, accomplished writers and enthusiastic patrons of opera.

Other Artist-in-Residence collaborations that have been successful at our school include: Science through Dance, Strings Instruction, Rock and Roll Hall of Fame Sculpture, Storytelling through Puppetry, Playwriting, Cleveland Art Museum and Cleveland Orchestra. The artists-in-residence program is effective because our staff collaborates with the artists to create units that address our children's academic and artistic needs.

4. Instructional Methods

Our teachers utilize a variety of instructional methods in our school so that we may reach every child. Our staff develops lessons that attend to a variety of learning styles. The strategies that we used are research based and are best practices. Throughout the school you will observe teachers using a variety of instructional practices to reach our children.

Some of our instructional practices include flexible grouping, learning centers, whole group instruction, direct instruction, cooperative learning groups, inquiry and discovery, accountable talk, peer tutoring, mentoring, reciprocal teaching, web quests, arts infusion and hands-on activities. These instructional techniques are used throughout the content areas.

Flexible grouping allows us to target a skill to a small group that needs reinforcement in a content area. Learning centers are interactive and independent activities where a child can explore and self check a skill. Whole group instruction and direct instruction are traditional practices. Inquiry and discovery learning is where the child sets forth to discover the information through scientific inquiry methods. Accountable talk is where the children are able to restate their learning in academic terms and are also able to make oral judgments based on their newly acquired knowledge. Peer tutoring, mentoring and reciprocal teaching is where the child learns through teaching another child. This is where a child can apply and synthesize their new knowledge. Web quests are where the children research, investigate, and

discover using the Internet. Art infusion strategies are used throughout our content areas to solidify the children's knowledge and reach our mission on developing children artistically and academically. Hands-on activities and manipulatives are used in our math, science, language arts, physical education and the arts. As older students internalize and synthesize these instructional practices, they are used as authentic role models for the younger children.

5. Professional Development Program

We have created a Professional Development Work Plan by our staff and incorporated into our Academic Achievement Plan (AAP). This blueprint guides us by focusing on improving student achievement. Critical Friends is a professional development practice where we meet to share our instructional practices. Children's work is brought to the table to discuss, strategize and create solutions for pending concerns. Our Critical Friends group has been an invaluable tool to meet all our children's needs.

LearningWalks is another professional development practice we are utilizing at our school that has net substantial results. LearningWalks is an evidence gathering activity. The LearningWalks program is an organized walk through a school's halls and classrooms using the Principles of Learning to focus on the instruction core. Our participation in this program has presented us the opportunity to expand our existing knowledge and has helped us facilitate our children's learning more effectively. Accountable talk and reciprocal teaching are two of the instructional methods that we acquired through the LearningWalks and have used in our classroom successfully.

Additional professional development is aimed at increasing staff's knowledge in the application of skills used with the inclusion of special needs students. The teachers and aides consistently implement these strategies and techniques derived from the professional development.

Our professional development changes periodically as we analyze the data from our students' achievement and ongoing assessments. We create professional development for our staff that will address the students' needs at Newton D. Baker School of Arts.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject_READING_____ Grade___3__ Test_____Ohio Achievement Test_____

Edition/Publication Year__2004___ Publisher Ohio Department of Education_____

	2003-2004
Testing month	March
SCHOOL SCORES	
% At or Above Basic	92
% At or Above Proficient	87
% At Advanced	58
Number of students tested	77
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
% At or Above Basic	88
% At or Above Proficient	80
% At Advanced	49
Number of students tested	49
2. White	
% At or Above Basic	100
% At or Above Proficient	100
% At Advanced	76
Number of students tested	25
2. Hispanic	
% At or Above Basic	100
% At or Above Proficient	100
% At Advanced	67
Number of students tested	3
STATE SCORES	
% At or above Limited	100
% At or Above Basic	90
% At or Above Proficient	78
% At or Above Accelerated	59
% At Advanced	33

The Third-Grade Reading Achievement Test was not administered prior to 2003-2004

STATE CRITERION-REFERENCED TESTS

Subject_READING_____   Grade___4__   Test_____Ohio Proficiency Test_____

Edition/Publication Year___2004_____   Publisher___Ohio Department of Education___

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	100	95	77	N/A	N/A
% At or Above Proficient	85	70	74	N/A	N/A
% At Advanced	15	9	7		
Number of students tested	90	93			
Percent of total students tested					
Number of students alternatively assessed	N/A	4			
Percent of students alternatively assessed	N/A	0			
SUBGROUP SCORES					
1.__African American					
% At or Above Basic	87	87	96		
% At or Above Proficient	87	62	79		
% At Advanced	13	8	9		
Number of students tested	63	72			
2.___White					
% At or Above Basic	89	100	100		
% At or Above Proficient	78	100	88		
% At Advanced	11	29	0		
Number of students tested	15	18			
3.___Hispanic					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	83		
% At Advanced	0	0	17		
Number of students tested	4				
4.__Ecomically disadvantaged					
% At or Above Basic	100	95	77		
% At or Above Proficient	85	70	74		
% At Advanced	15	9	7		
Number of students tested	90				
STATE SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	92	91	N/A	N/A	N/A
% At or Above Proficient	71	66	63	59	49
% At Advanced	15	9	7	7	6

STATE CRITERION-REFERENCED TESTS

Subject_MATHEMATICS___ Grade___4__ Test_____Ohio Proficiency Test_____
Edition/Publication Year___2004_____ Publisher___Ohio Department of Education___

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	93	72	85		
% At or Above Proficient	80	64	85		
% At Advanced	42	22	34		
Number of students tested	90	93			
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.__African American_____					
% At or Above Basic	93	72	94		
% At or Above Proficient	79	66	86		
% At Advanced	33	17	28		
Number of students tested	63	71			
2._White_____					
% At or Above Basic	100	75	100		
% At or Above Proficient	95	60	70		
% At Advanced	76	50	65		
Number of students tested	21	18			
3. Economically disadvantaged					
% At or Above Basic	93	72	85		
% At or Above	80	64	85		
% At Advanced	42	22	34		
Number of students tested	90	93			
STATE SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	77	70	N/A	N/A	N/A
% At or Above Proficient	66	59	63	59	49
% At Advanced	26	15	17	16	11