

MontCAS, Phase 2 CRT

School Summary Report

Reading

School: Hawthorne School
System: Bozeman Public Schools
Grade: 04
Spring 2004

EXHIBIT

12

DATE 1.6.05

III. Results for Subgroups of Students

Reporting category	School			System			State							
	N	% in NP	% in A	N	% in NP	% in A	N	% in NP	% in A					
All Students	55	0	29	65	340	9	11	38	42	19644	17	18	39	26
Gender														
Male	25	0	20	72	172	11	11	40	38	5470	19	17	39	24
Female	30	0	37	60	168	7	11	36	46	5174	14	18	40	28
Ethnicity														
American Indian	1	*	*	*	9	*	*	*	*	1236	37	26	28	10
Asian	2	*	*	*	7	*	*	*	*	103	11	19	47	23
Black or African American	0	*	*	*	3	*	*	*	*	103	23	22	40	15
Hispanic	1	*	*	*	7	*	*	*	*	239	18	26	38	18
Native Hawaiian or Other Pacific Islander	0	*	*	*	0	*	*	*	*	24	17	8	50	25
White	51	6	27	67	314	8	10	39	43	8939	14	16	41	29
Significant Cognitive Disability	0	*	*	*	0	*	*	*	*	3	*	*	*	*
Students with a 504 Plan	1	*	*	*	8	*	*	*	*	75	29	17	36	17
Title I (optional)	0	*	*	*	21	24	33	38	5	1800	27	28	34	11
Tested with Standard Accommodation	14	7	29	64	94	22	16	37	24	2775	31	21	33	15
Tested with Non-Standard Accommodation	1	*	*	*	0	*	*	*	*	115	100	0	0	0
Alternate Assessment	0													
Migrant	0	*	*	*	0	*	*	*	*	37	27	16	49	8
Gifted/Talented	0	*	*	*	33	0	0	6	94	630	0	2	22	76
LEP/ELL	0	*	*	*	1	*	*	*	*	394	54	26	17	4
Free/Reduced Lunch	4	*	*	*	67	19	22	37	21	3960	26	23	36	15

If a student in your system or school took the CRT-Alternate, please refer to Table III on the System or School CRT-Alternate Summary Report.

* Less than ten (10) students were assessed.

MontCAS, Phase 2 CRT

School: Hawthorne School
System: Bozeman Public Schools
Grade: 04
Spring 2004

Reading

School Summary Report

I. Distribution of scores

Perf. Level	Scores	School			System			State		
		N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.
Advanced	297-300	11	20		42	12		786	7	
	294-296	2	4		10	3		346	3	
	290-293	7	13	65	28	8	42	369	3	26
	287-289	4	7		17	5		403	4	
	283-286	12	22		46	14		887	8	
Proficient	276-282	4	7		32	9		862	8	
	270-275	5	9		27	8		800	8	
	263-269	4	7	29	37	11	38	1074	10	39
	257-262	1	2		13	4		631	6	
	250-256	2	4		21	6		838	8	
Nearing Proficiency	245-249	0	0		4	1		245	2	
	240-244	0	0		12	4		501	5	
	235-239	0	0	0	10	3	11	444	4	18
	230-234	0	0		8	2		387	4	
	225-229	0	0		3	1		306	3	
Novice	220-224	1	2		4	1		178	2	
	215-219	0	0		4	1		284	3	
	210-214	1	2	5	6	2	9	305	3	17
	205-209	0	0		1	0		254	2	
	200-204	1	2		15	4		761	7	

II. Subtest results

Reading	Points Possible	Average Points Earned		
		School	System	State
Total Points	60	48	43	39
1. Students construct meaning as they comprehend, interpret, and respond to what they read	24	18	17	15
2. Students apply a range of skills and strategies to read	16	13	12	11
3. Students set goals, monitor, and evaluate their reading progress				
4. Students select, read, and respond to print and nonprint material for a variety of purposes	11	9	8	7
5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences	9	8	7	6

CRT Performance Level Descriptors

Advanced (283-300)

This level denotes superior performance.

Proficient (256-282)

This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency (225-249)

This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice (200-224)

This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

MontCAS, Phase 2 CRT

Mathematics

School Summary Report

School: Hawthorne School
System: Bozeman Public Schools
Grade: 04
Spring 2004

III. Results for Subgroups of Students

Reporting category	School			System			State			
	N	% in NP	% in A	N	% in NP	% in A	N	% in NP	% in A	
All Students	55	7	45	340	19	36	10646	21	31	14
Gender										
Male	25	4	36	172	20	31	5473	23	31	15
Female	30	7	53	168	18	42	5173	18	31	13
Ethnicity										
American Indian	1	*	*	0	*	*	1232	*	18	5
Asian	2	*	*	7	*	*	106	*	16	23
Black or African American	0	*	*	3	*	*	103	*	19	23
Hispanic	1	*	*	7	*	*	239	*	21	28
Native Hawaiian or Other Pacific Islander	0	*	*	0	*	*	24	*	25	8
White	51	6	45	314	22	37	8942	21	33	16
Significant Cognitive Disability	0	*	*	0	*	*	5	*	*	*
Students with a 504 Plan	1	*	*	8	*	*	75	*	24	5
Title I (optional)	0	*	*	20	20	25	985	0	19	7
Tested with Standard Accommodation	14	7	64	94	17	40	2780	7	19	9
Tested with Non-Standard Accommodation	1	*	*	9	*	*	114	*	0	0
Alternate Assessment	0									
Migrant	0	*	*	0	*	*	37	*	11	11
Gifted/Talented	0	*	*	33	0	33	630	67	38	53
LEP/ELL	0	*	*	1	*	*	398	*	12	4
Free/Reduced Lunch	4	*	*	67	40	30	3959	9	25	8

If a student in your system or school took the CRT-Alternate, please refer to Table III on the System or School CRT-Alternate Summary Report.

* Less than ten (10) students were assessed.

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Mathematics

School Summary Report

I. Distribution of scores

Perf. Level	Scores	School			System			State		
		N	% of Students	% of Students In Cat.	N	% of Students	% of Students In Cat.	N	% of Students	% of Students In Cat.
Advanced	298-300	10	18		20	6		567	5	
	295-297	3	5		16	5		188	2	
	292-294	4	7	42	12	4	21	238	2	14
	289-291	2	4		11	3		263	2	
	286-288	4	7		11	3		258	2	
Proficient	279-285	6	11		22	6		573	5	
	272-278	6	11		17	5		328	3	
	264-271	8	15	45	41	12	36	968	9	31
	257-263	4	7		24	7		708	7	
	250-256	1	2		20	6		713	7	
Nearing Proficiency	245-249	3	5		14	4		310	3	
	240-244	0	0		7	2		345	3	
	235-239	0	0	7	21	6	19	635	6	21
	230-234	0	0		6	2		318	3	
	225-229	1	2		17	5		606	6	
Novice	220-224	1	2		13	4		283	3	
	215-219	0	0		4	1		251	2	
	210-214	0	0	5	16	5	24	561	5	34
	205-209	0	0		1	0		247	2	
	200-204	2	4		47	14		2286	21	

II. Subtest results

Mathematics	Points Possible	Average Points Earned			
		School	System	State	
Total Points	64	51	43	40	
1. Problem Solving	7	5	4	4	
2. Numbers and Operations	14	11	9	8	
3. Algebra	6	5	4	4	
4. Geometry	11	9	8	7	
5. Measurement	7	5	4	4	
6. Data Analysis, Statistics and Probability	13	11	10	9	
7. Patterns, Relations, and Functions	6	4	4	3	

Standards

CRT Performance Level Descriptors

Advanced (286-300)
This level denotes superior performance.

Proficient (250-285)
This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency (225-249)
This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice (200-224)
This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

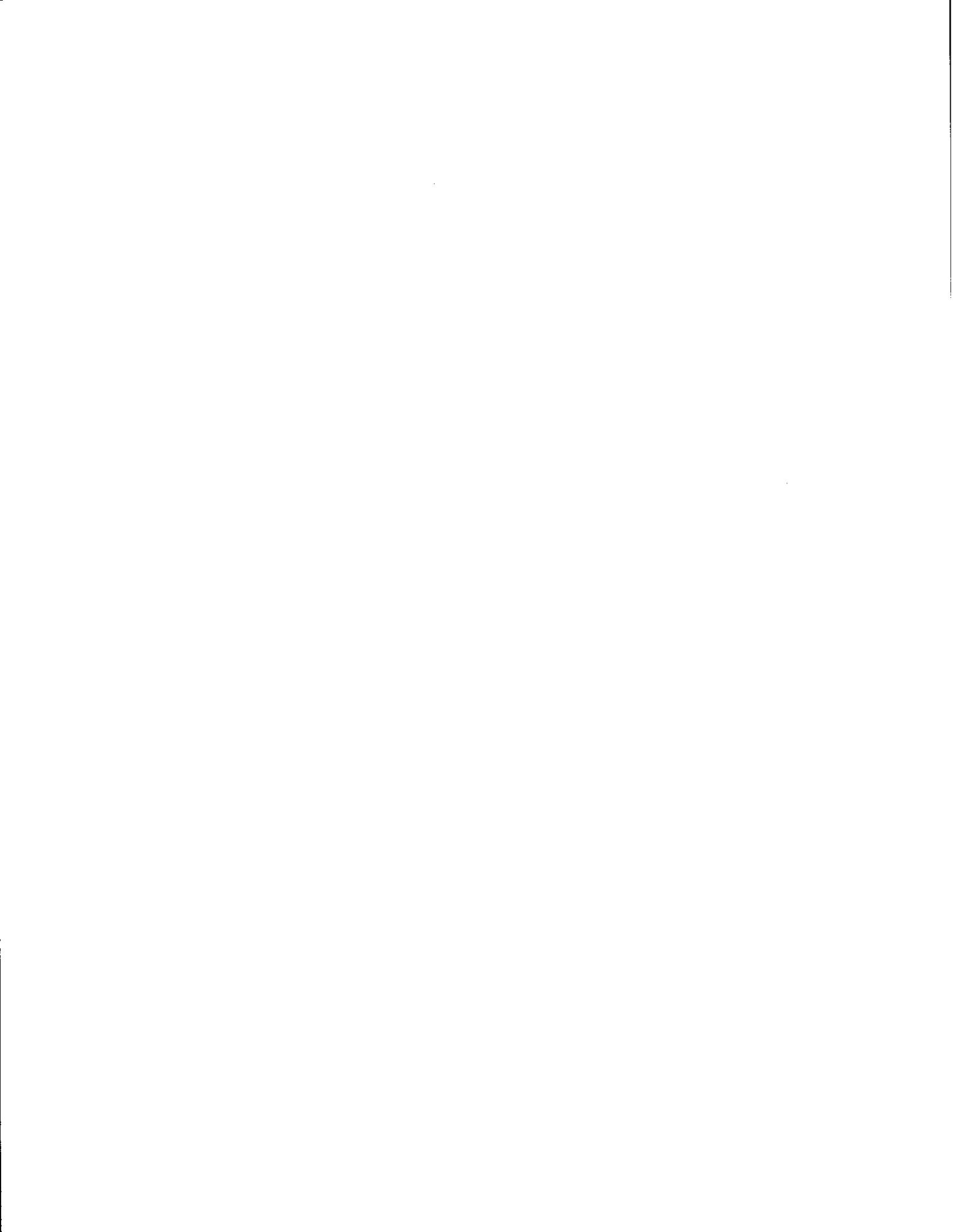


SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®)
 A Component of MontCAS

School: Hawthorne School 0468
 System: Bozeman Public Schools 0501
 Form: A
 Test Date: 03/2004
 Norms: 03/16 2000
 Order No.: 000096656
 Page: 1

Grade	READING										Maps & Diagram	Ref. Material
	Vocabulary	Comprehension	Spelling	Capitalization	Punctuation	Usage & Expression	Concept/Estimat	Probs/Data	Computation			
Grade 4	54	54	54	54	54	54	54	54	54	54	53	54
Number of Students Included	2240	2349	2131	2355	2258	2333	2201	2308	2130	2390	2390	2268
Average Standard Score (SS)	74	73	63	70	65	68	71	71	66	73	73	71
National Stanine of Average SS	87	87	73	83	76	80	84	84	78	86	86	84
Normal Curve Equivalent of Average SS												
Percentile Rank of Average SS: National Student Norms												
Number of Students Tested = 55												

For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the interpretive Guide.

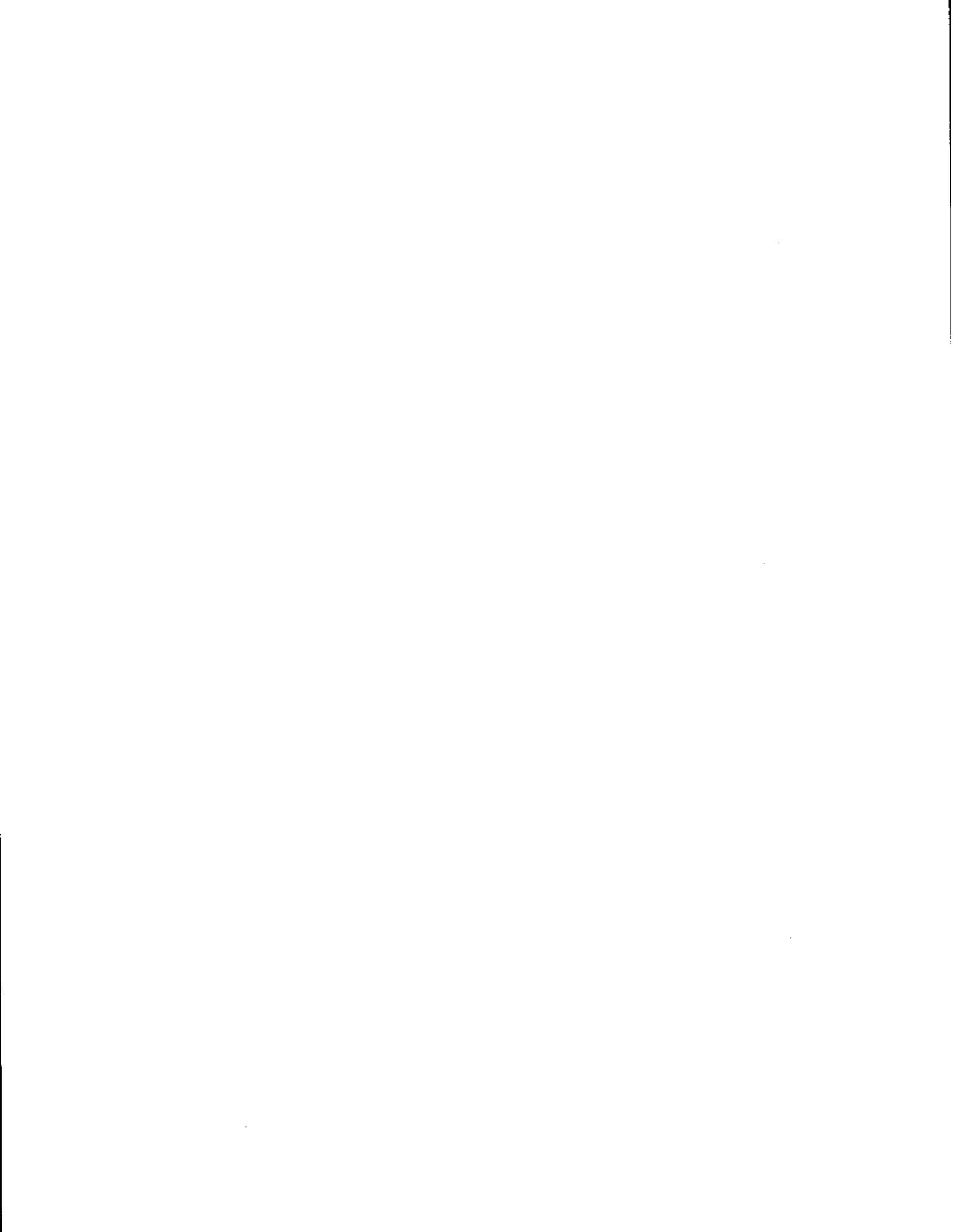


BUILDING SUMMARY

SUMMARY SCORES	RDG	VOC	LNG	LNG MCH	MTH	MTH CMP	SCI	SOC STD	SPL	WRD ANL	RDC TOT	LNG TOT	MTH TOT	TOT SCR
MEAN SCORES														
NUMBER RIGHT	36	17	22	14	39	12	27	29	14	17	53	36	51	97
SCALE SCORE	664	654	650	619	616	575	640	648	606	663	659	635	595	643
GRADE EQUIV	7.5	6.7	6.0	3.9	4.4	3.8	5.1	5.9	4.3	7.0	4.7	4.0	5.3	
NATIONAL %ILE	90	85	83	62	82	74	85	86	68	87	89	75	81	87
NORMAL CURVE	76	72	70	56	49	63	71	73	60	73	75	64	68	73
% OF OBJ MAST	80	87	56	45	71	56	61	73	44	72				
MEDIAN SCORES														
SCALE SCORE	654	651	643	616	616	576	636	645	599	657	658	629	594	640
GRADE EQUIV	6.0	6.3	4.9	3.7	4.3	3.6	4.7	5.6	3.8	6.7	6.7	4.1	3.9	4.9
NATIONAL %ILE	86	85	80	59	82	72	84	87	62	85	89	70	81	86
NORMAL CURVE	72	72	68	55	70	63	71	73	56	72	76	61	69	72
STUDENT COUNT	48	47	48	47	48	47	48	48	47	47	47	47	47	48

DISTRICT SUMMARY

SUMMARY SCORES	RDG	VOC	LNG	LNG MCH	MTH	MTH CMP	SCI	SOC STD	SPL	WRD ANL	RDC TOT	LNG TOT	MTH TOT	TOT SCR
MEAN SCORES														
NUMBER RIGHT	31	15	19	13	35	11	24	25	12	14	46	32	46	85
SCALE SCORE	632	626	627	606	598	559	616	625	579	629	630	617	579	621
GRADE EQUIV	4.4	4.4	3.9	3.0	3.7	3.3	3.9	4.0	3.2	4.4	4.4	3.5	3.5	4.0
NATIONAL %ILE	69	68	65	49	67	58	69	69	50	61	70	57	65	69
NORMAL CURVE	60	60	58	48	59	54	60	60	50	56	61	54	58	60
% OF OBJ MAST	53	70	39	33	56	43	47	51	29	56				
MEDIAN SCORES														
SCALE SCORE	635	626	627	604	600	566	618	626	583	631	631	617	584	622
GRADE EQUIV	4.4	4.3	3.8	3.0	3.7	3.4	3.9	3.9	3.2	4.4	4.4	3.4	3.6	3.9
NATIONAL %ILE	71	71	63	45	67	60	70	71	49	60	71	55	67	69
NORMAL CURVE	62	61	57	48	59	56	61	62	49	56	62	53	59	60
STUDENT COUNT	335	329	326	328	334	328	334	334	330	332	327	317	325	325
NAT'L STANINE COUNTS														
-9-	34	25	35	14	34	37	31	35	15	30	46	20	28	32
-8-	35	51	26	13	23	14	37	41	19	23	38	12	27	39
-7-	72	78	58	14	61	52	71	63	20	70	63	59	65	64
-6-	59	52	59	58	89	70	64	67	76	33	50	51	67	60
-5-	59	39	60	103	59	31	71	64	81	86	46	70	44	62
-4-	40	46	49	68	31	50	36	30	52	39	48	60	52	36
-3-	19	25	15	34	25	51	13	19	42	32	20	27	24	16
-2-	6	7	15	10	5	11	8	9	13	4	8	12	10	12
-1-	11	6	9	14	7	12	3	6	12	15	11	6	8	4
PERCENTS														

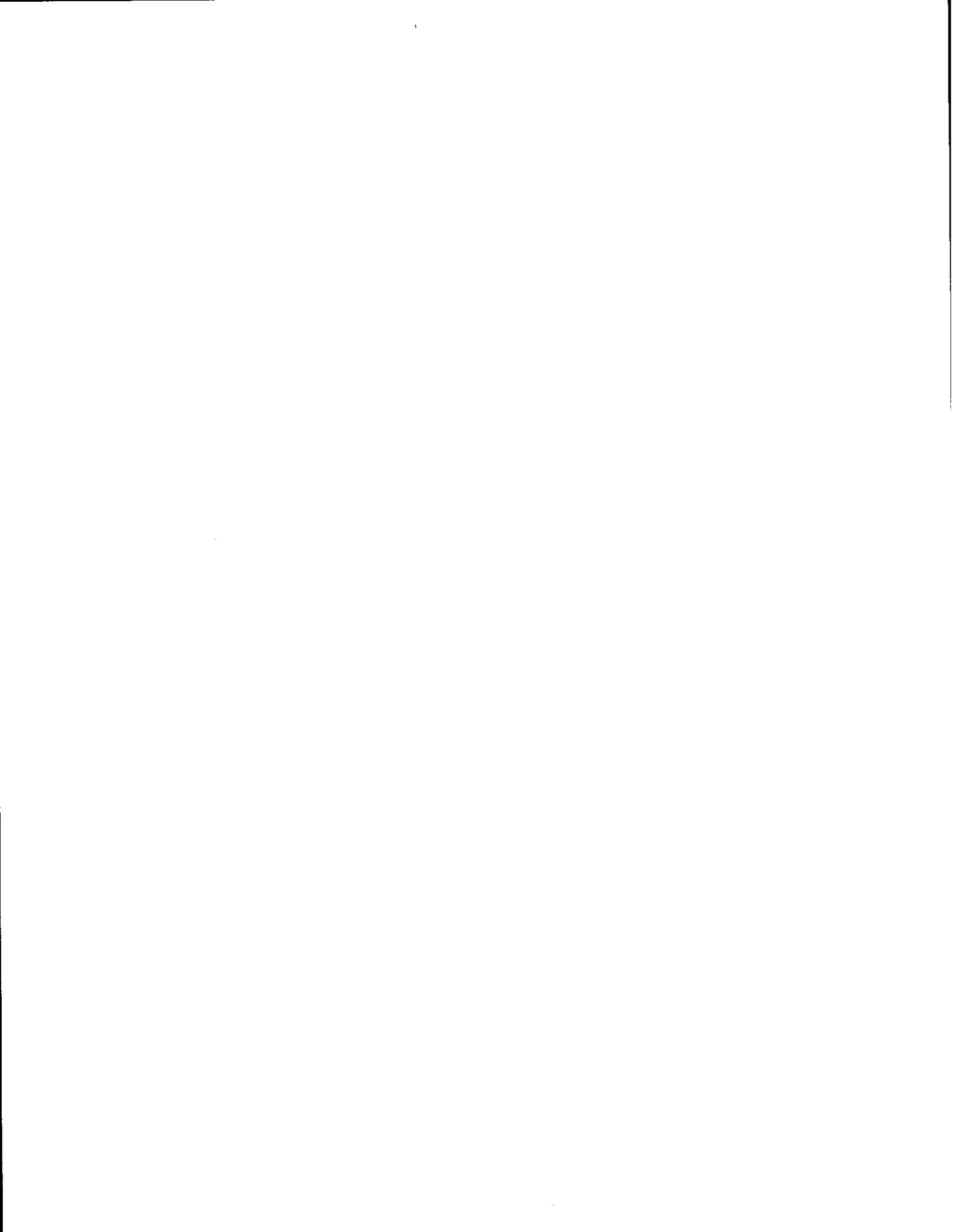


BUILDING SUMMARY

SUMMARY SCORES	RDG	VOC	LNG	LNG MCH	MTH	MTH CMP	SCI	SOC STD	SPL	WRD ANL	RDC TOT	LNG TOT	MTH TOT	TOT SCR
MEAN SCORES														
NUMBER RIGHT	37	15	27	13	40	11	30	32	11		53	40	52	105
SCALE SCORE	674	677	680	642	656	626	675	670	640		677	661	643	673
GRADE EQUIV	8.7	8.9	9.1	8.6	8.6	8.5	9.1	9.0	8.7		9.0	8.5	8.1	8.1
NATIONAL %ILE	79	83	81	54	77	58	82	84	60		83	71	71	82
NORMAL CURVE	67	69	68	52	65	54	68	70	55		70	61	61	69
% OF OBJ MAST	75	58	65	34	57	31	63	67	18					
MEDIAN SCORES														
SCALE SCORE	677	674	677	644	663	631	675	665	666		673	662	648	676
GRADE EQUIV	8.8	8.3	9.3	8.5	9.0	8.6	9.1	9.0	8.4		8.2	7.5	8.2	8.2
NATIONAL %ILE	80	81	80	54	79	62	82	80	55		80	71	74	84
NORMAL CURVE	68	69	67	52	67	56	69	68	53		68	62	64	70
STUDENT COUNT	53	53	52	53	53	52	53	53	53		52	52	51	52

DISTRICT SUMMARY

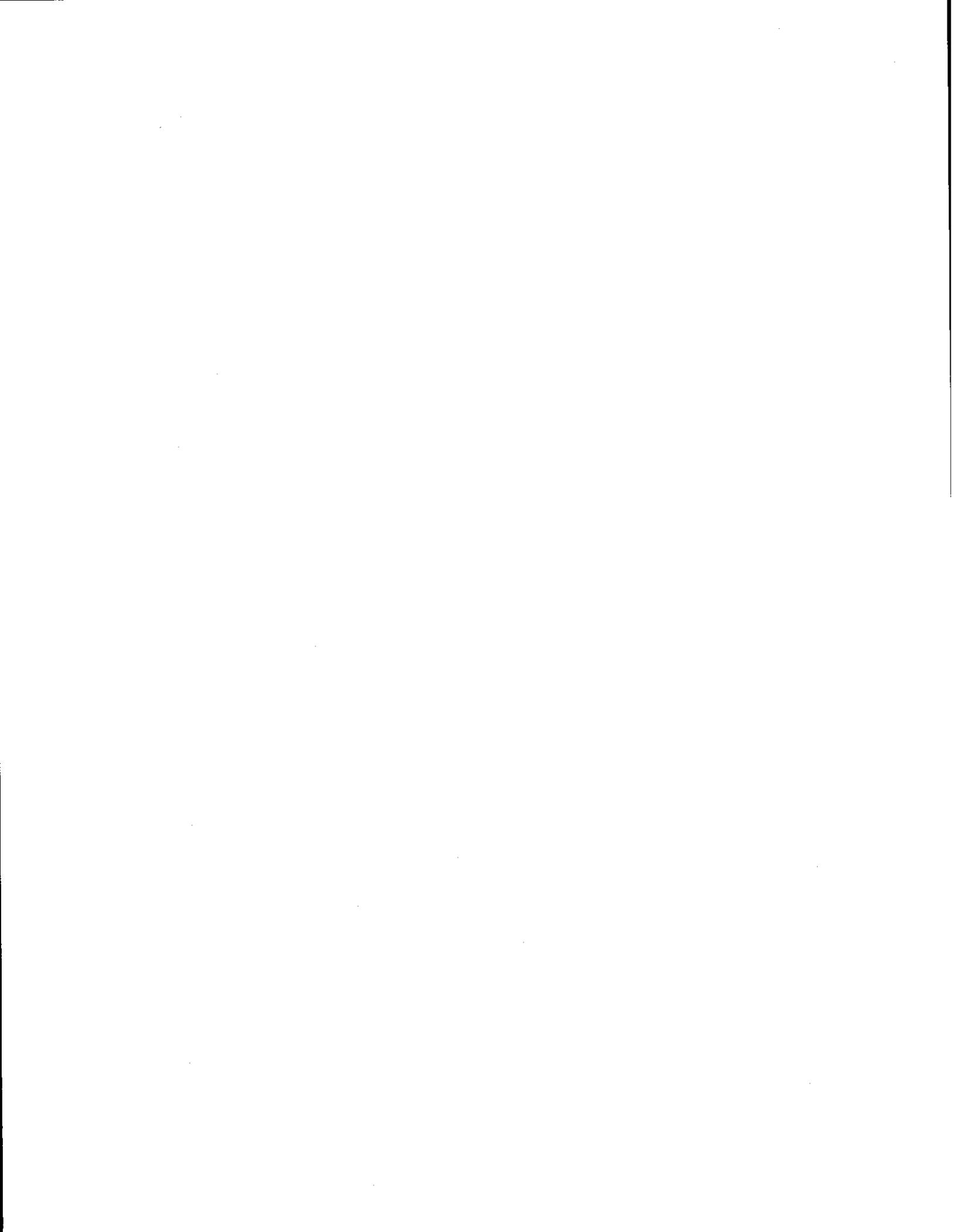
SUMMARY SCORES	RDG	VOC	LNG	LNG MCH	MTH	MTH CMP	SCI	SOC STD	SPL	WRD ANL	RDC TOT	LNG TOT	MTH TOT	TOT SCR
MEAN SCORES														
NUMBER RIGHT	35	14	25	13	38	11	28	29	11		49	38	49	98
SCALE SCORE	668	665	666	645	650	623	667	660	642		667	656	638	663
GRADE EQUIV	7.9	7.5	8.0	8.0	8.2	8.4	8.3	8.0	7.8		7.7	7.2	7.8	7.4
NATIONAL %ILE	74	75	70	58	70	56	74	75	62		76	66	65	73
NORMAL CURVE	63	64	61	54	61	53	63	64	56		64	58	56	63
% OF OBJ MAST	65	56	53	43	49	29	55	57	20					
MEDIAN SCORES														
SCALE SCORE	670	667	667	648	654	625	667	659	642		669	657	640	665
GRADE EQUIV	8.0	7.5	8.0	8.0	8.4	8.3	8.4	8.3	7.8		7.8	8.0	8.3	7.4
NATIONAL %ILE	74	76	70	58	71	58	74	74	61		76	65	65	74
NORMAL CURVE	63	65	62	54	62	53	63	64	56		65	58	58	64
STUDENT COUNT	351	349	347	349	351	348	349	349	349		348	347	346	346
NAT'L STANINE COUNTS														
-9-	43	51	25	20	27	29	30	40	31		60	28	27	40
-8-	52	70	48	20	45	15	37	50	21		50	28	25	42
-7-	67	40	78	52	70	63	88	74	58		64	70	62	74
-6-	63	82	73	88	81	36	91	74	88		63	65	80	70
-5-	66	46	54	68	64	69	62	66	41		50	65	66	60
-4-	31	28	42	48	28	67	28	32	62		30	59	47	43
-3-	15	17	16	35	26	50	7	5	32		18	21	26	9
-2-	4	11	7	13	5	10	2	7	12		4	7	9	4
-1-	10	4	4	5	5	9	4	1	4		9	4	4	4
PERCENTS														



An innovative
approach to arts in
education



*Frederick
Elementary
School*



Hawthorne Teachers Believe:

Best learning occurs when the mind sees relationships and patterns: an integrated curriculum provides meaningful connections in subjects and ideas.



Learning projects integrate drama and fine arts.

- An integrated curriculum helps deal with the fact that teachers have too much to teach.
- The arts enhance learning by giving opportunities for creative problem solving and a tool for human understanding.

Students have multiple intelligences that can best be used with an integrated approach.

Thematic units should work toward long-range goals.

Our Philosophy:

“The Hawthorne community believes the arts are an integral part of a basic education, and foster the aesthetic, creative and cognitive growth of every child.”



Program Goals

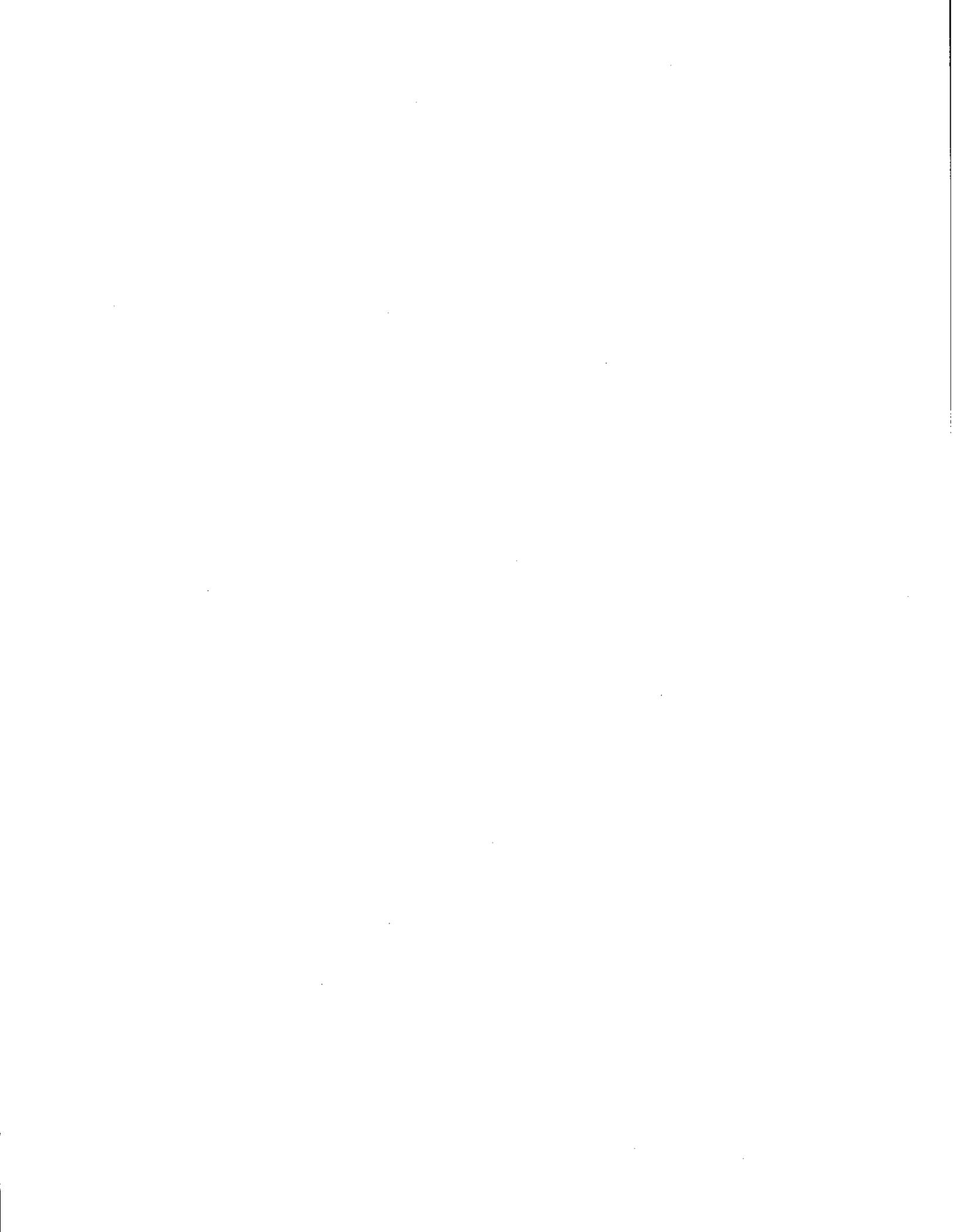
Help students gain a more positive self-concept by developing in each child an awareness of his/her unique gifts and talents, and foster respect for the gifts and talents of others.

- Emphasize active learning, creative thinking, and problem solving by promoting a child-centered artistically-rich school.
- Increase student artistic literacy.

- Respect the integrity of the arts and provide a balance of literary, visual and performing art experiences.



The Hawthorne Drama Club produces two full-scale musical productions each year.



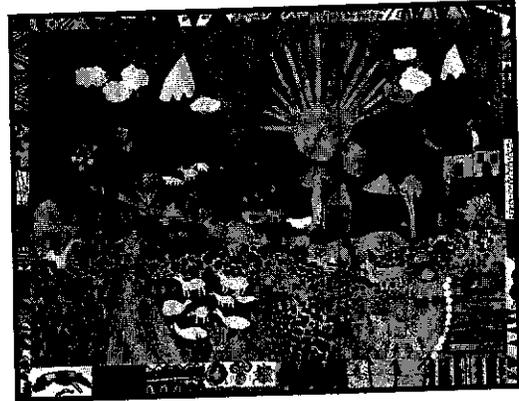


Arthur Hall, renowned African drummer and dancer, shares his expertise with students through the artist-in-residence program.

Student Goals:

Every Hawthorne student will strive to become:

- A quality producer
- An effective team member
- A positive, responsible citizen
- A competent communicator
- A creative, productive thinker and decision-maker
- A motivated, life-long learner
- An aesthetically aware individual
- A compassionate, flexible human being.



The first-grade Ecuadorian mural is an example of the student artwork added to the permanent art collection annually.

Develop the relationship between the arts and each particular area.

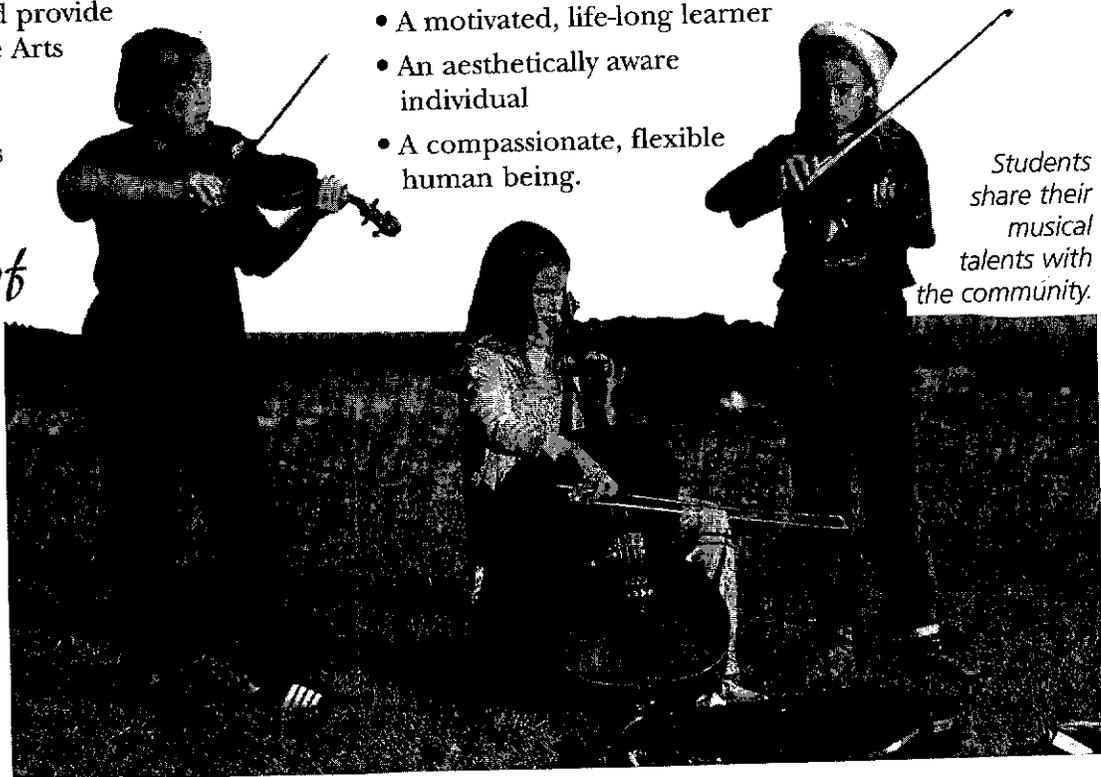
Strengthen arts organizations and promote community partnerships to celebrate and provide support for the Hawthorne Arts program.

Emphasize product as well as process in all fine arts areas.

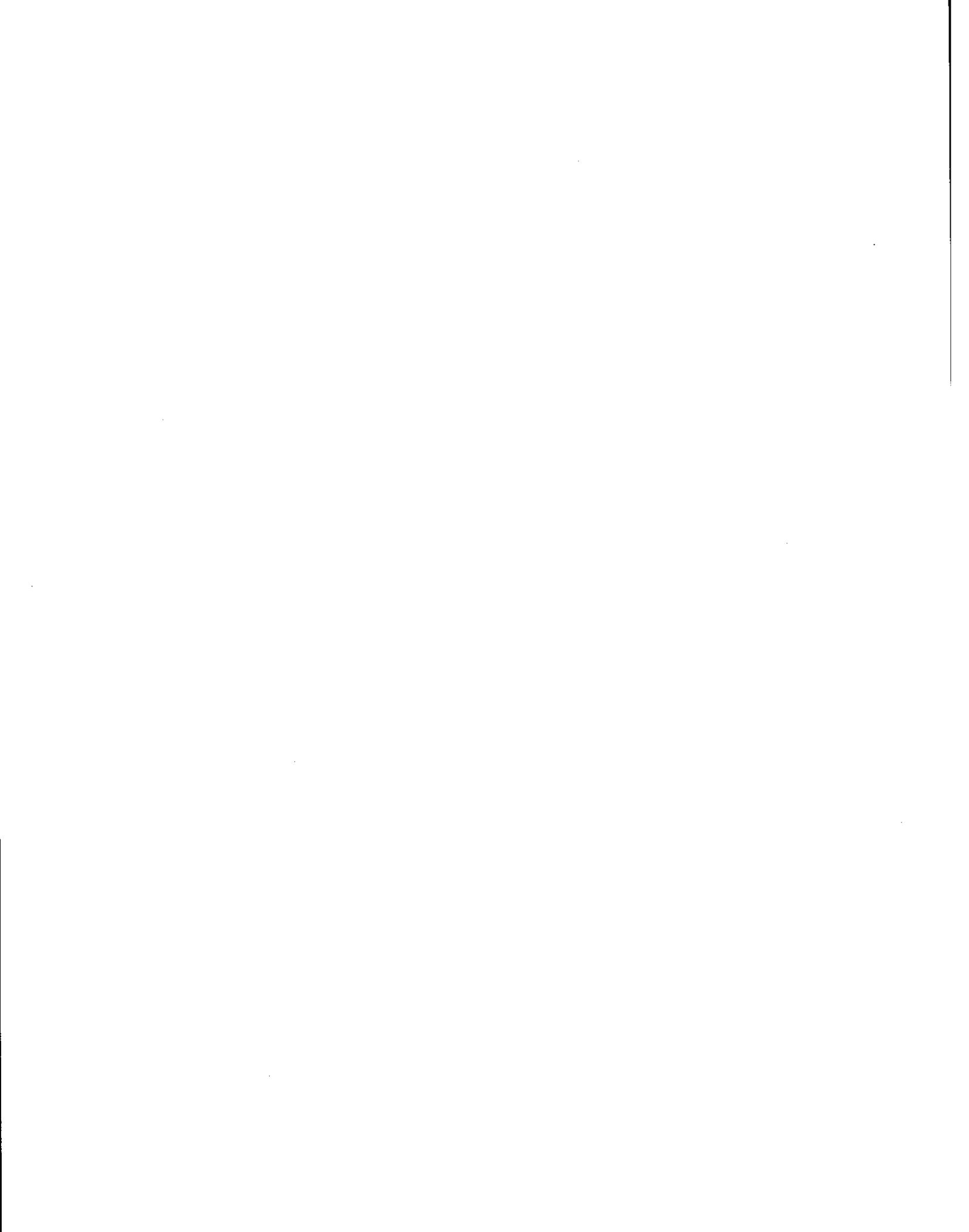
Implementation of program:

Offer innovative program as overwhelming art:

- Professional artists
- Committed volunteers
- Caring and devoted staff
- Involved parents
- Supportive administration
- Interested community



Students share their musical talents with the community.



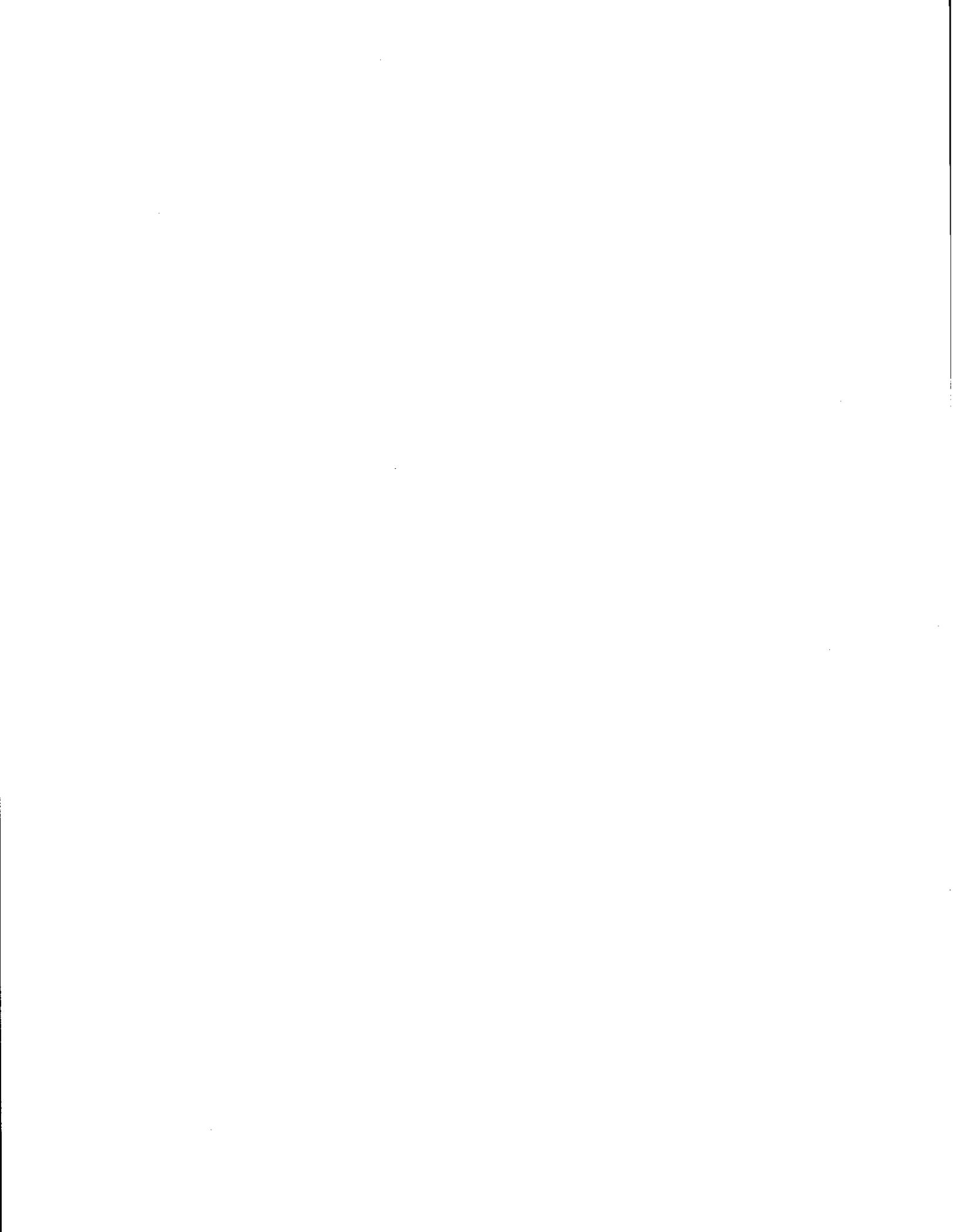
Mission Statement

The Hawthorne community is dedicated to the mission of providing an artistically rich environment for every student, with powerful arts and academic encounters at the core of all curricular areas and arts disciplines.

Study of world languages and cultures is enhanced through the arts.

Front Cover: Hawthorne students in the annual Shakespeare play.





> HOME

> THE FACTS

> SUCCESS STORIES

> GET INVOLVED

> RESOURCES

> CAMPAIGN INFORMATION

THE LESS ART
KIDS GET, THE
MORE IT SHOWS.

ART
ASK FOR MORE.




AMERICANS
for the ARTS

- Get Involved - You can make a difference!
- Visit the Americans for the Arts Bookstore
- Visit Americans for the Arts main website
- Keyword Search

> SUBMIT

HIGHLIGHTS OF ARTS EDUCATION R

DID YOU KNOW?

Young people who participate in the arts for at least three hours on the week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their school
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

Young artists, as compared with their peers, are likely to:

- Attend music, art, and dance classes nearly three times as frequently
 - Participate in youth groups nearly four times as frequently
 - Read for pleasure nearly twice as often
 - Perform community service more than four times as often
- (Living the Arts through Language + Learning: A Report on Community-based Youth Organizations, Shirley Brice Heath, University and Carnegie Foundation For the Advancement of Teaching, Americans for the Arts Monograph, November 1998)*

The facts are that arts education...

- makes a tremendous impact on the developmental growth of every child. It has proven to help level the "learning field" across socio-economic boundaries.
(Involvement in the Arts and Success in Secondary School, Catterall, The UCLA Imagination Project, Graduate School of Education & Information Studies, UCLA, Americans for the Arts Monograph, January 1998)
- has a measurable impact on youth at risk in deterring delinquency and truancy problems while also increasing overall academic performance for those youth engaged in after school and summer arts programs toward delinquency prevention.
(YouthARTS Development Project, 1996, U.S. Department of Education, National Endowment for the Arts, and Americans for the Arts)

Businesses understand that arts education...

- builds a school climate of high expectation, discipline, and academic achievement that attracts businesses relocating to your community.
- strengthens student problem-solving and critical thinking skills, leading to overall academic achievement and school success.

- helps students develop a sense of craftsmanship, quality task p and goal-setting—skills needed to succeed in the classroom an
- can help troubled youth, providing an alternative to destructive l another way for students to approach learning.
- provides another opportunity for parental, community, and busir involvement with schools, including arts and humanities organiz
- helps all students develop more appreciation and understanding around them.
- helps students develop a positive work ethic and pride in a job v (Business Circle for Arts Education in Oklahoma, "Arts at Learning 1999 Initiative")

DIG DEEPER

Proof of the Power of Arts Education

Read highlights of key [national research on the impact of arts educatic](#) and learning. These brief findings offer links to publication summaries publications online (when available).

HOW HIGH DO WE REACH?

What is it exactly that our kids should be able to do when they study th glad you asked. [Standards for arts education](#) have been developed by education experts at the national level, and most of our states have fol

HOW HAVE WE DONE SO FAR?

[National Assessment of Educational Progress: 1997 Arts Assessi Card](#)

An ongoing project of the U.S. Department of Education's National Cer Education Statistics, the National Assessment of Educational Progress regularly tests students in different academic subjects, including dance theatre, and visual art.

[HOME](#) | [THE FACTS](#) | [SUCCESS STORIES](#) | [GET INVOLVED](#) | [RESOURCES](#) | [CAMPAIGN INFORMATION](#) | [JOIN US](#)



"Art. Ask for More." is a national arts education public awareness campaign brought to you by Americans for the Arts, The Ad Council, The Doris Duke Charitable Foundation, and hundreds of local, state, and national official campaign partners.

[Privacy Statement](#)

The Value of an Arts Education



At a time when state and local education budgets are facing severe cutbacks, school arts programs are often the first to suffer. A further strain on the arts in the standards-based curriculum is the need to create greater preparation time for high-stakes testing in the core subjects.

But the arts—visual, music, dance, and theatre—have a rightful and important place in every child's education. The knowledge developed in the arts is directly transferable to the cognitive skills crucial to other academic subjects. Furthermore, the arts can stimulate a child's self-esteem, creative thinking, and sense of accomplishment. Ultimately, the arts contribute significantly to the development of a range of abilities that are essential to a child's success in school and beyond.

Recent research demonstrates how exposure to the arts benefits all children. In 1999, the Arts Education Partnership, which includes NAESP, collaborated on a report, *Champions of Change: The Impact of Arts on Learning*. The report confirmed a strong link between arts education and enhanced learning and achievement. According to its findings, students actively engaged in the arts outperformed "arts-poor" students on nearly every measure. The report also found that the arts steer children toward positive behaviors in both academic and non-academic environments.

The arts connect children from different cultures and backgrounds, and they can reach students in danger of failure by engaging them in ways that match their individual learning styles. A new compendium, *Critical Links: Learning in the Arts and Student Achievement and Social Development*, released earlier this year by the Arts Education Partnership, provides further documentation of how the arts contribute positively to the development of academic and social skills in children. (See "Don't Axe the Arts!" in this issue.)

As educators, it is imperative that we take the initiative to deliver a strong message about the value of arts education. The new No Child Left Behind federal education law properly recognizes the arts as a core academic subject. We should ensure

"The arts...can reach students in danger of failure by engaging them in ways that match their individual learning styles."

that an education in the arts is comprehensive, sequential, based on well-developed standards, taught by qualified teachers, and properly assessed. To enhance the teaching of the arts, schools should seek out partnerships with community resources, such as artists, musicians, orchestras, and dance companies.

At Wolcott Elementary School in West Hartford, Connecticut, learning in, about, and through the arts has helped students develop higher-order thinking skills. During his 14 years at Wolcott, Principal Plato Karafelis has used an arts-infused curriculum to achieve a two-fold mission: to celebrate each child's unique voice and to ensure that all children meet high academic standards. The school also uses the arts to build community by celebrating student accomplishments at weekly public assemblies.

Web Resources

NAESP's Arts & Learning Network includes links to arts-centered Web sites, such as ARTSEDGE. Established by the John F. Kennedy Center for the Performing Arts and the National Endowment for the Arts, ARTSEDGE supports placing arts education at the center of the curriculum. Go to www.naesp.org/infocus.

NAESP IN FOCUS

Sharing New Visions of Leadership for Our Children—Our Schools—Ourselves

Focus on
What Principals Should Know and Be Able to Do
Six Standards for Principals

Web-related Resources

Leading Learning Communities Online
Interested in connecting with other school leaders for support and advice regarding the *Leading Learning Communities* standards? **Leaders Reflect** is a new NAESP e-mail listserv connecting principals and developing an online learning community to help you do just that! In September the discussion focuses on the principal's role in ensuring high-quality content and instruction for every child. To join this unique online learning community, send an e-mail message to MLJ@naesp.org. In the body of the message, type: "subscribe principalsstandards" followed by your e-mail address. Archives of the listserv discussion are available at www.naesp.org/llc/.

New at NAESP

Register Today for the NAEP *Leading Learning Communities Catch the Wave of the Future* the theme for NAESP's Annual Convention and Exhibition in Anaheim, California, April 11-13, 2003. The conference session and speakers will address topics that revolve around the six standards of instructional leadership, vision, student learning, data & decision-making, and engagement. U.S. Air Force American hero Scott O'Grady Gladwell are featured speakers to Disneyland and without a family fun capitals of the world information and to register go to www.naesp.org/conventions 386-2377.

On NAESP's Web site you'll also find articles from previous issues of *Principal* that have explored the topics of art, music, and physical education. Articles include "Model Approaches to Arts Education," "Instruments for Everyone," and "Physical Education: Should It Be in the Core Curriculum?" Go to www.naesp.org/infocus.

Share your thoughts related to the importance of the arts, music, and physical education with other principals in the Principal Online Open Forum at www.naesp.org/infocus.

Our message as educators should be simple and clear. The arts belong in every child's basic education. As we know from the research and from real-life examples at schools like Wolcott, the arts can contribute significantly to our common goal of helping every child meet high standards. □

