Measuring What Matters:

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• 93% say their child has been encouraged to do challenging work.
• 90% are satisfied with the education their child is receiving.
• 89% are satisfied with the extra help their child receives when needed to complete classwork or homework.
• 92% are satisfied with the opportunities to be involved in their child's education.
• 96% feel welcome at their child's school.
• 87% agree there is an adult at school their child can go to for help with a problem.
• 88% agree their child's school engages all parents, teachers, and students in an active partnership to promote learning.

Shaker parents are very engaged in their child's education.

• 98% have visited their child's school.
• 93% have met in person with teachers at their child's school.
• 80% have spoken with the school about ways to help their child learn.
• 66% have helped out at their child's school.
• 96% have been invited to a workshop, performance, program, or other event at their child's school.
• 91% have used Progress Book to check on their child's grades online; 35% use it at least once per week.

Shaker parents give the schools high ratings for safety, cleanliness, and discipline:

• 95% feel the schools are safe.
• 99% say that the schools are clean.
• 91% feel that discipline is fairly enforced.

What Parents Say

Responses to climate surveys that were administered to parents and students throughout the District in 2013 reveal the following about their experience in the Shaker schools:

Source: 2013 School Climate Survey, based on responses of 2,819 students and 609 randomly selected parents.

“A community is known by the schools it keeps.”
In assessing the quality of a school district, test scores tell only part of the story.

Shaker residents have told us as much. The city of Shaker Heights values education and believes “A community is known by the schools it keeps.” As we embark on our journey to refine and expand the great work of the Shaker Schools through our five-year strategic plan, we must be intentional about where we are, where we are going, and how we will get there.

There are many components to becoming a world-class school district. It is our mission to nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

With that mission in mind, more than 900 residents and staff members shared their vision for the schools in interviews through the Imagine Shaker project in 2010. Here’s what they said they value most:

- Outstanding teachers who prepare and care about students
- High-quality curriculum with strong advanced-level classes, breadth and variety of curriculum
- Inclusive education with appreciation for different learning styles and commitment to teach all students
- Extracurricular programs like music, sports and arts
- Community involvement and support
- High quality students who are engaged, hard-working and motivated
- Parental involvement in child’s education and relationships with teachers and the schools

This report, Measuring What Matters, represents a new approach to the annual report – one that reports data on many dimensions of quality that are important to the education of our children. On some measures, we do very well. Where we fall short, we are using the data to help us develop aggressive, strategic action. Our progress will be assessed regularly.

We have much to be proud of in the Shaker Heights City Schools. Most of our students are achieving at high levels; however, we will not be satisfied until every student has the full benefit of the opportunities Shaker has to offer.

Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools

More information on the data in this report may be found at www.shaker.org
Robust Fine and Performing Arts Offerings

Music and art instruction is essential for all our students in grades K-8.

• All students in grades 5 and 6 receive instrumental music instruction (band or orchestra).
• All students in grades 7 and 8 receive daily instruction in orchestra, band, or chorus.
• The High School offers five bands, three orchestras, and numerous choirs and vocal ensembles.
• Shaker students earn top honors annually in juried music and art competitions.
• The High School’s nationally recognized theatre arts department offers acting, writing, and production classes, with fully mounted theatrical productions each year (musical, dramatic, and Shakespearean).
• High School students can choose from a full breadth of visual arts courses: drawing, painting, ceramics, jewelry, graphic design, and photography.
• Students win top honors in the annual Scholastic Art competition, and have had their work displayed at public venues such as the Cleveland Clinic and Cleveland Hopkins International Airport.
• A majority of High School students remain enrolled in fine or performing arts courses well beyond the credit requirement.

Co-Curricular Opportunities

Our students are encouraged to participate in co-curricular activities that appeal to a wider range of interests, most of which carry no fee.

• The High School offers more than 20 athletic teams and clubs, and more than 50 co-curricular clubs (such as Model U.N., chess, Latin, photography, Youth Ending Hunger, Student Group on Race Relations, MAC (Minority Achievement) Scholars and MAC Sisters, and many more).
• Middle School students are encouraged to participate in at least one of the 47 co-curricular clubs and 16 athletic teams offered.
• Woodbury also offers 38 lunchtime and after-school activities serving a wide variety of student interests.
• K-4 schools offer a variety of after-school activities for academic enrichment and social interaction, some of which are driven by PTO involvement.

Outstanding Faculty

100% of our faculty members are designated as “Highly Qualified” according to Ohio Department of Education criteria.

• About 83% of Shaker teachers hold master’s degrees or higher.
• Average teaching experience is 15 years.
• The District typically receives more than 100 applications for each open position.
• The District invests in professional development, including International Baccalaureate training, classroom management, use of technology to enhance learning, and strategies to meet differing learning needs.
• In 2013, teachers began incorporating peer evaluation as part of the Ohio Teacher Evaluation System, to help ensure high-quality teaching across the board.

Preparation for College and Beyond

Shaker graduates are admitted to a wide range of colleges and universities each year, including Ivy League and other highly selective schools.

• Shaker students outperform the state and national average on SAT and ACT scores by considerable margins. In 2013, they had the second-highest average SAT scores in the state and the highest in Cuyahoga County.
• In 2013, Shaker juniors taking the SAT I earned an average score of 1805 (on a 2400 point scale), compared with a national average of 1498.
• More than 20% had Junior ACT scores higher than 28 (on a 36 point scale).
• 20% of students in the class of 2013 graduated with a grade point average of 4.0 or higher.
• More than 80% of Shaker graduates enroll in college directly, with a high rate of retention (89% of 2010 graduates who enrolled in college remained enrolled after freshman year).
• The High School continues to produce a high number of National Merit, National Achievement, and National Hispanic scholars, putting those students at greater advantage for competitive college admissions and scholarships.
• Students participate in a wide variety of internships for career exploration, including medical, scientific, business, and vocational. Community partners include the Cleveland Clinic, University Hospitals, and NASA Glenn Research Center, among many others.
• Shaker guidance counselors are known and respected by college recruiters and admissions officers throughout the nation.
Distinguishing Awards and Accolades

We are proud of the many achievements of our student body.

• Shaker Heights High School is rated among the top 2% of U.S. high schools in Newsweek’s annual ratings.

• Shaker has been named a “Best Community for Music Education” by the NAMM Foundation five years in a row.

• Shaker students have maintained a strong presence in the National History Day competition since its inception. In 2013, Shaker captured two-thirds of Ohio’s available slots for nationals, and several were top-10 winners at the national event.

• Shaker students consistently earn top honors at regional and national competitions such as Science Olympiad, VEX Robotics, Power of the Pen, arts, Model UN, Mathcounts, and chess competitions.

• Each year, hundreds of Middle School and High School students win awards for their performances on national language exams in French, German, Greek, Latin, and Spanish.

• The class of 2013 had more than 18,000 hours of volunteer community service.

• Two graduates from the class of 2013 were named Gates Millennium Scholars, in addition to many others who earned highly selective merit scholarships.

• Shaker student-athletes turn in strong performances, including district and state championships.

Shaker Heights High School is rated among the top 2% of U.S. high schools in Newsweek’s annual ratings.
Strong Fiscal Stewardship

Ongoing fiscal vigilance has allowed for significant cost-saving measures without reduction of services to students.

- Cost-saving measures have included reduction in staff, salary freezes, energy conservation improvements, outsourcing of food service, and increased employee contributions toward health care.

- The office of treasury receives numerous accolades each year for accuracy and integrity in financial reporting.

- In 2012, the District received top-level credit ratings from investor firms, which allows for a competitive rate of interest for borrowing.

- Strong financial management has twice allowed the District to extend the levy cycle by one additional year, from three years to four.

Steady Progress

Underlying each grade on the state report card is a set of complex data based predominantly on scores on the Ohio Achievement Assessments. There are some important patterns in the data that the report card itself doesn't reveal.

For instance:
- The percentage of all students scoring Proficient or higher on the Ohio Achievement Assessments increased in 2012-13.

Some improvement was evident for the following groups of students in both reading and math:
- African Americans
- Economically disadvantaged
- Students with disabilities

- The percentage of testing-based indicators met by Shaker students increased from 87.5% (21 of 24) to 92% (22 of 24).

- The District’s performance index, a measure of overall student performance, continued its trend of slow, steady annual improvement, increasing from 97.3 in 2008-09 to 100.3 in 2012-13.

- Graduates who did not complete high school within 4 years fall into 3 categories:
  - Students who entered 9th grade unprepared for the rigor of high school
  - Students with special needs who are entitled by law to services through age 22
  - Students who transferred into Shaker Heights High School below grade level
What Students Say

Responses to climate surveys that were administered to parents and students throughout the District in 2013 reveal the following about their experience in the Shaker schools:

**Students throughout the District agree their teachers have high expectations for all students to learn.**
- 98% of all fourth-grade students
- 95% of Woodbury students
- 84% of Middle School students
- 86% of High School students

**The majority of students agree their teachers and principals are modeling a culture of respect.**
- 93% of fourth-grade students say their teachers treat them with respect.
- 89% of Woodbury students say their teachers treat them with respect.
- 90% of Middle School students say their principal models respectful behavior.
- 94% of High School students say their principal models respectful behavior.

75% of Middle School and 85% of High School students agree that their school treats all races and cultures with respect.
(This question was not asked of younger students.)

**The majority of students say that their teachers like and care about them.**
- 95% of fourth-grade students say their teachers really care about them; 93% agree that at least one teacher really cares about how they are doing in school.
- 89% of Woodbury students say their teachers really care about them; 92% agree that at least one teacher really cares about how they are doing in school.
- 88% of Middle School students agree that most of their teachers like them; 77% have at least one adult at school they can talk to if they have a problem.
- 90% of High School students agree that most of their teachers like them; 81% have at least one adult at school they can talk to if they have a problem.

**The majority of students feel that they fit in at their school.**
- 76% of fourth graders
- 65% of Woodbury students
- 85% of Middle School students
- 91% of High School students

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**My teacher treats me with respect.**

93%

**I feel like I fit in at school.**

91%
The majority of students feel challenged at school.

- 92% of fourth-graders say they get a chance to try challenging work; 89% say their teachers help them to set challenging academic goals.
- 70% of Woodbury students say they get a chance to try challenging work; 80% say their teachers help them to set challenging academic goals.
- 55% of Middle School students say classes in their school are challenging; 53% say their counselor has encouraged them to take higher-level classes.
- 78% of High School students say classes in their school are challenging; 80% say their counselor has encouraged them to take higher-level classes.

The majority of students agree they can get academic support when they need it.

- 78% of fourth-graders say they can get extra help at school outside of their classes.
- 83% of Woodbury students say they can get extra help at school outside of their classes.
- 79% of Middle School students say their teachers help them to keep working at things that are challenging to them.
- 87% of High School students say their teachers help them to keep working at things that are challenging to them.

Students support co-curricular activities, not just sports.

- 83% of High School students say that students support most co-curricular activities, not just sports.
Working Together
Toward our Strategic Vision

Significant progress has been made toward many of the goals outlined in the Strategic Plan adopted in 2011. According to an external review:

- 6 performance indicators have been achieved.
- 13 out of 20 performance indicators are in progress, with one not yet rated.
- Year-one progress report recommendations have been followed.
- A meaningful quantity of work has been accomplished, with 268 dynamic work plans in place.

Performance indicators that have been met include:

- Study completed to identify student interest in and barriers to participating in co-curricular activities.
- 100% of instructional staff engaged in professional development that is relevant to district priorities.
- Teacher teams in all buildings share student data to help track progress and provide needed interventions.
- Database has been created to track parent and community expertise to foster learning and career awareness within the curriculum.

In particular, positive progress was made in the following areas:

- Modest net increase in percentage of African-American students, economically disadvantaged students, and students with disabilities successfully completing enrichment and higher level classes (honors, advanced, International Baccalaureate, and Advanced Placement).
- Increase in percentage of high school students involved with community service/learning hours.
- Alignment of curriculum mapping is nearly completed throughout the K-4 schools, with secondary schools slated to begin in the Fall of 2014.
- Significant progress toward the goal of 100% of students in graduating class participating in an optional senior project experience.

Current Areas of Focus

A new strategic planning cycle begins in February 2014, which will carry over current areas of focus as well as identifying new areas for growth.

- Target student groups for increased achievement: African-American, economically disadvantaged, and students with disabilities
- Enhanced mathematics and science instruction, with two new math coaches supporting teachers
- Focus on improving Middle School students’ achievement and seriousness of purpose
- Implementation of the International Baccalaureate Middle Years Programme for grades 5-10
- Implementation of new common core state standards for grades K-12

A meaningful quantity of work has been accomplished, with 268 dynamic work plans in place.
Community Support and Involvement

A large number of our citizens and community members volunteer their time, efforts, and insights on a wide range of issues, including the ongoing strategic planning process, the superintendent’s transition advisory committee, financial planning, student mentoring, and volunteering within the schools.

- Parents, community members, students, and staff members participated in the Superintendent search process and transition advisory team, and are also involved in the new five-year strategic planning process.
- The Parent Teacher Organization partners with schools to provide school-wide outreach events such as book reads, family fitness nights, community service, and more.
- The Shaker Schools Foundation, one of the first of its kind in the nation, provides additional support for technology, the arts, health and fitness, and manages educator grants to encourage innovation in teaching.
- The PTO and Shaker Schools Foundation also support artist and author visits, field trips, and special assemblies.
- Every year, several hundred parents, faculty, graduates and community members gather together at A Night for the Red and White, a fundraiser that benefits the educational enrichment of all Shaker students. Now in its 22nd year, this event has raised more than $2 million to enhance educational opportunities focusing on the arts, technology, health, and fitness.
- In partnership with the Shaker schools, Huntington Bank has agreed to be a major contributor to the District over the next five years. Huntington has agreed to support A Night for the Red & White as a Corporate Sponsor Benefactor of the Shaker Schools Foundation; to match qualifying contributions to the Shaker Schools Foundation; and to serve as the District’s and the Foundation’s primary bank.

Serving a Diverse Population

We have an approximate enrollment of 5,300 students.

- Approximately 50% are African-American, 38% European-American, 12% other (Asian/Pacific Islander, Hispanic, Native American, and multi-racial).
- Approximately 33% of students are economically disadvantaged, as defined by eligibility for free/reduced lunch.
- Students with disabilities make up about 15% of the student body (the national average is 13%).
- Growing international enrollment, with students from 33 countries. About 2.5% of Shaker students have limited English proficiency.
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A Rigorous Curriculum with a Global Perspective

International Baccalaureate programming is embedded in the curriculum for all students in grades K-10, providing enrichment for all students while meeting all state and common core content standards.

- All five K-4 schools and Shaker Heights High School have passed a rigorous inspection to be authorized as International Baccalaureate World Schools.
- Woodbury and the Middle School are well on their way to the IB World School designation.
- The High School offers the rigorous International Baccalaureate Diploma Program, an elective course of study for students in grades 11 and 12.
- World language exposure begins in grade one with Chinese for all students; in grades six through eight, students can study one of four world languages (Chinese, French, Latin, or Spanish). Six world languages are offered at the High School: Chinese, French, German, Greek, Latin, and Spanish.
- The High School offers 22 Advanced Placement Courses and 21 International Baccalaureate courses.
- 140 students were named AP Scholars in 2013 (outstanding performance on at least 3 AP exams), with 79% of students earning a “3” or higher on AP exams.
- In 2013, 107 students took 187 IB exams in one or more of 14 subject areas. Their average score was a “5” on a 7-point scale (worldwide average is 4.7).
- 31 students are candidates for the IB Diploma in 2014, our third year of offering the program.
- The High School offers a unique Asian Studies course in conjunction with the Cleveland Museum of Art and an African-American history course that is good for credit at Kenyon College.
- Hundreds of students broaden their horizons through international exchange programs with Germany, Latin America, England, France, Japan, and China. Many students also travel overseas with our bands, orchestras, and choirs.
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