

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mrs. Diane D Hobbs

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name The Holliswood Sschool, PS/IS 178 Q

(As it should appear in the official records)

School Mailing Address 189-10 Radnor Road

(If address is P.O. Box, also include street address.)

Jamaica Estates

New York

11423-1021

City

State

Zip Code+4(9 digits total)

County Queens

State School Code Number\* 34-26-00-01-0178

Telephone (718) 464-5763

Fax (718) 464-5766

Web site/URL 26Q178@schools.nyc.gov

E-mail dhobbs@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Ms. Anita Saunders

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name 26

Tel. (718) 631-6982

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert Caloras

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 21 Elementary schools  
 \_\_\_\_\_ 5 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 26 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 12896  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 13085

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 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
Pre K	8	10	18	7	22	19	41
K	21	18	39	8			0
1	18	22	40	9			0
2	35	21	56	10			0
3	36	23	59	11			0
4	39	29	68	12			0
5	32	27	59	Other			0
6	26	26	52				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>432</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 30 | % Asian or Pacific Islander        |
| 9  | % Black or African American        |
| 14 | % Hispanic or Latino               |
| 47 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	8
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	3
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	11
<b>( 4 )</b>	Total number of students in the school as of October 1	432
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.03
<b>( 6 )</b>	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 3 %
- |    |   |
|----|---|
| 14 | Total Number Limited English Proficient |
|----|---|
- Number of languages represented 22

Specify languages: Albanian, Arabic, Azerbaijani, Bengali, Cantonese, Chinese, French, Greek, Hebrew, Hindi, Korean, Malayalam, Mandarin, Filipino, Polish, Portuguese, Russian, Spanish, Ukrainian, Urdu

9. Students eligible for free/reduced-priced meals 40 %

Total number students who qualify: 147

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{13}{57}$  %  
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>2</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>9</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>16</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>29</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialist	<u>9</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>1</u>	<u>6</u>
Total number	<u>38</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 1  
 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	96 %	96 %
Daily teacher attendance	95 %	95 %	94 %	0 %	0 %
Teacher turnover rate	12 %	6 %	16 %	10 %	10 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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Our vision is to foster a love of learning by providing an enriched, supportive educational environment for all our students to be successful. We believe in developing the individual abilities and talents of our students, encouraging and nurturing them to be a community of learners with the highest standards of educational success. The administration, school staff, parents, and students work cooperatively to provide a positive learning environment that enables our students to develop academically, emotionally and socially, and to become responsible and well-informed citizens of our school, of our community, and of our world.

PS/IS 178Q, located in Jamaica, New York, is presently a PK-7 school and will grow to full capacity as a PK-8 school by September 2008. The school is located in a quiet neighborhood surrounded by single-family homes. The two-story school building is 56 years old, has 22 classrooms, a gymnasium, an auditorium, a lunchroom, a library, a music room, a science lab, an art studio, and a computer lab.

The computer lab provides a fully networked PC computer system and smart board. In addition, there are computers in every classroom, and laptops that can be accessed for class projects. Technology is an integral part of our school curriculum and integrated into all curriculum areas.

The 432 students reflect the cultural and ethnic diversity of New York City. All students are heterogeneously grouped in two to three classes per grade. Our two self-contained Special Education classes draw students from across the district. In addition, we have three inclusion classes in which severely disabled students are included with our general education students. The average daily attendance is over 95%.

Stimulating and enriching programs enhance the mental, physical, artistic and technological abilities of our students.

Our Middle School program boasts a full honors and talent program which includes Digital Media, Fine Arts, and Music. Students participate in competitive sports, math teams, debate teams, and after-school Art enrichment programs. More than half our students are in the National Honor Society.

Our Elementary School and Middle School students are enriched by activities such as instrumental music, drama, student government, newspaper and yearbook clubs. Students participate in sports such as tennis, basketball, hockey and badminton. In addition to core subjects, all of our students receive instruction in physical education, visual arts, library, and computer technology.

This year we added Enrichment Clusters to our school curriculum, providing our students with the opportunity to engage in challenging, self-selected, real authentic world learning.

Each week students are allotted time to engage in an inquiry study around an area of interest. They acquire advanced level understanding of the knowledge and methodology used with a particular discipline, develop self-directed learning skills and pursue authentic problems and products.

Additional support and special services are provided for our students through special education support services, ESL classes, academic intervention services, speech, hearing, physical therapy, occupational therapy, adaptive physical education, and after-school programs.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

As part of the New York City Public School System, PS/IS 178 takes part in the New York State Assessments in English Language Arts and Mathematics. The exam is graded on State Performance Levels from 1-4. Levels 1 and 2 indicate a student is below grade level and Levels 3 and 4 indicate that a student has met (Level 3) or exceeded (Level 4) grade level standards.

We're an emerging to K-8 school; Grade 6 has only been with a year. Thus, we only have assessment data for one year. Our Grade 7 is new this year. We have no data yet for this grade.

In the English Language Arts, 79% of all our students are meeting or exceeding the standards and are showing remarkable levels of achievement. 61% of our student body has made over 25 point gains in their scale score which is considered to be over a year's worth of progress in a twelve-month period.

These results prove that our students are reading a myriad of different genres with a high level of comprehension. They are able to listen and absorb information and apply it when formulating constructed responses. Further, they are able to compare and contrast two different texts, make connections, and write about their findings in a clear and articulate manner.

Discrepancies cannot be found when looking at our subgroups as our African American, Latino and Asian populations are performing at a very high level. Our students with disabilities and our special education students have made tremendous gains and continue to thrive with the instruction given on a daily basis by a brilliant core of special education teachers. An examination of our home language survey results was far more enlightening as we have had an influx of families that are new to the school that speak Russian and Hebrew at home. Children from these families are cared for by grandparents or caretakers who do not speak English, and the parents are unaware of how to be partners with the school in their children's education. Our service providers and classroom teachers are working diligently with this population, and a free after-school program with a strong Homework Help component has been brought in to help narrow the achievement gap. We are confident that the abovementioned interventions, coupled with a parent outreach program spearheaded by our Parent Coordinator, will help broaden the sphere of success in our school.

The State Mathematics Exams are graded on a similar 1-4 rubric with performance levels 3 and 4 indicating students that have met and/or exceeded grade level standards. An outstanding 90% of our student body is scoring in this range and we expect this number to increase as our Math Coach has worked diligently with our teachers in implementing a new, more advanced program in our primary grades. We are proud to say that 61% of our children have made over one year's progress in such time. Further, the performance of our subgroups is also exemplary as our African American and Latino students are performing on level or better than the rest of our student body.

As in the ELA, the students who have not reached performance level (3) and (4) yet are still making progress within levels (1) and (2) as noted in their scale scores. This fact was recognized by the City of New York when our school was awarded additional credit for our special education students and the students in the lowest third of the city who made exemplary gains.

We attribute these accomplishments to our exceptional staff, our wonderful parents and our terrific students who make our school the community that it is. Together, we strive for excellence in the daily instruction that we provide which is reflected in the statistics above.

Web site where state assessment can be accessed: [www.schools.nyc.gov](http://www.schools.nyc.gov).

### 2. **Using Assessment Results:**

Assessment is at the core of our teaching here at PS/IS 178. The results of our formal and informal assessments drive the instruction that our classroom teachers and service providers deliver each day. Assessment on student learning is on-going and the data collected is used to assess and monitor student learning and progress.

In the English Language Arts, there is a plethora of ways that we examine student aptitude in order to ensure that every child succeeds. Quarterly, every classroom teacher in the school uses the Rigby

English Language Arts Assessment Tool to gauge their students' reading level within the Fountas and Pinnell Leveled Library System. This is done to make sure that each child is reading a book that is at the cusp of his/her Zone of Proximal Development. Once the proper level is established, teachers meet with individual students on an ongoing basis during conferences where they observe the student, teach a targeted skill, and note needs for future instruction. These notes are used to form flexible, homogeneous groups where students who struggle with a particular strategy are given direct remedial instruction to meet targeted weaknesses. Records like these are also kept in Mathematics so teachers can evaluate student progress in specific strands like Numeration and Algebra, and they are used extensively when planning instruction.

Results from formalized City and State Tests are also used rigorously. In Grades K to 2, the Early Childhood Language Arts System (ECLAS-2) assessment program measures phonemic awareness, reading comprehension and knowledge of basic sight words. Results are gathered twice yearly and examined during grade conferences. Reorganization and staffing decisions are made using this data as our Reading Specialist pushes into classrooms where students with similar needs are placed. A highly structured phonics program called Wilson Reading has also been put in place to improve student progress. In the upper grades, predictive and interim assessments are also given and results are used in the same manner. These, coupled with classroom assessments and the city/state standardized tests, make up a comprehensive assessment program, providing us with data necessary to make informed instructional decisions to improve student performance.

### **3. Communicating Assessment Results:**

James Joyce once wrote, 'A man's errors are his portals of discovery.' At the Holliswood School, we believe that it is imperative that all stakeholders within our school family are kept abreast of our students' triumphs and 'errors' so that we may better facilitate the discovery of which Joyce speaks. Every June, teachers immerse themselves in the data that has been collected on each child since the beginning of the year in order to generate reports for their students' future teachers. August congruence meetings allow teachers to share this data with the next teacher. This date coupled with the benchmark assessments every classroom teacher administers in September provide a vast amount of information for staff. Our schedule provides a common preparation period every day for teachers on the same grade, which has made the conversation necessary to accomplish this, a more common occurrence.

Once benchmark assessments have been gathered, goal setting meetings are set by our teachers with their students. Their test results are shared and together, teachers and students, discuss and set manageable, short-term goals for which to strive. Similar meetings are held regularly throughout the year between teachers and the administration where individual goals are set for every child. At these meetings, analyses of standardized test results provided by our school's Data Inquiry Team are also shared. The team's observations on students who have not made gains on standardized tests are discussed as are the students who excel and need enrichment. Plans to address these issues are made and revisited frequently. In addition, the progress of our most struggling students is discussed monthly during our Pupil Personnel Committee meetings when our Academic Intervention Specialists meet with the administration to set goals and evaluate strategies that have been put in place.

All of this data is shared by our staff with our parents via phone, email or face-to-face conferences. Parent workshops addressing various aspects of the curriculum are held on a regular basis. Parents are invited to visit classrooms during Open School Week. They serve as partners on our School Leadership Team at which data is reviewed and curriculum plans are formulated. Curriculum Night shares goals and curriculum with parents. Teachers establish websites to keep parents abreast of activities, homework and curriculum issues.

### **4. Sharing Success:**

Within each of our classrooms, we strive to create a community of learners where every child's thoughts and feelings are validated, and their success and failures are viewed as an opportunity to learn. We are proud to say that PS/IS 178 belongs to a similar community of schools that is headed by a superintendent that shares our vision and thirst for professional development. Following her lead, we have opened the doors of our school to fellow teachers because we are genuinely interested in sharing our best practices and learning new ways to better educate our children.

Currently, our teachers in grades K-3 are pioneering a new mathematics program with new and innovative assessments that are changing the ways we think about grading and evaluating student

progress. We have hosted a series of think-tanks and workshops where educators from other schools gather with members of our staff to discuss their experiences with these new assessments. Specialists work with our Math Coach to expose teachers to these new assessments in order to ensure that they are implemented properly.

Our Data Inquiry Team has also been a part of a similar study group where other schools have come to see the work we have done and learn from a specialist we contracted. In turn, they have shared their successes with us which has led to the scheduling of monthly meetings where Data Specialists have more frequent opportunities to learn. Our Special Education Unit has also hosted quite a few visitors as our Network Special Education Instructional Specialist was most impressed at how well our students were integrated with our general education population. Their success caused placement officers in our borough to delineate three of our general education classes as inclusion classes for six special education students. With the hard work of all the stakeholders involved, these students are thriving. Collaboration with St. John's University, Queens College, Adelphi University, Mt Sinai Hospital, local politicians, and the local YMHA insure that our sound educational practice is disseminated to the local community. Concerts, art shows, and assemblies are ways that our successes are shared.

Indeed, the inter-visitation model of professional development has done much to enrich the quality of education in our school and in others. We pledge to continue this practice as it has yielded such positive results.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At the elementary level, the core curriculum areas of language arts, mathematics, science and social studies are presented following workshop model and hands-on methodology, going well beyond New York State curriculum requirements. This core curriculum is integrated by our school's music, art and computer teachers. Special services are provided for students who may need extra support. Several enrichment programs challenge our brightest. These include independent studies, advanced book clubs, and enrichment clusters. Special assemblies and PTA sponsored trips to such places as Medieval Times, Philadelphia, Broadway, and others enhance core curriculum areas.

An appreciation of the arts is important at the Holliswood School. Elementary students receive instruction in art, music and computer. Our students have been recognized internationally in such competitions as Artsonia. Several students have performed in Carnegie Hall. Teaching artists are a part of school life, beginning with drama in pre-kindergarten to an in-depth study of the art of William Steig at the middle school level. Collaborations with local colleges, hospitals and active alumni enrich our basic curriculum.

A school wide program of conflict resolution has been introduced to our students, who have been taught the skills necessary to deal with the daily conflicts of life that we all encounter. This program has met with great success and has been incorporated into our core curriculum.

Our middle school classes provide a smooth and gradual transition from the self-contained classes of elementary school to a more specialized, departmentalized program of a high school.

Learning how to learn and how to apply learning is the focus of these middle school years. The core program not only consists of English Language Arts, Mathematics, Science, Foreign Language, Art, Music and Physical Education, but also includes a Talents program, where children explore their talent in visual art education, instrumental music, and/or computer graphics.

This strong curriculum, combined with a wide variety of clubs, activities such as Debate Club, Math Team, Band, Mathletes, Math Olympiads, Newspaper, yearbook, student government, and athletics such as tennis, flag rugby, floor hockey, basketball complete the middle school curriculum.

### 2a. (Elementary Schools) Reading:

We began using the Columbia University Teacher's College workshop method of teaching reading in the 2003-2004 school year. Prior to the introduction of this methodology, teachers used traditional basal readers to teach reading. This method became unsatisfactory for several reasons. We observed that children spent little time on task. In addition, our assessments showed students did not have the stamina needed to comprehend challenging material. Moreover, children's interests were not addressed; specific genres, such as realistic fiction and non-fiction, were not directly taught. We had to do better.

In an attempt to find a better methodology, members of the staff and I began attending professional development workshops and summer institutes at Columbia. Change was slow beginning with the introduction of the Fountas and Pinell concept of leveled libraries, wherein children choose from a variety of books on their independent reading level. The reading process strategies incorporated into the workshop model include a mini-lesson, teacher modeling, student partnerships, small group reading, independent reading, shared reading, individual conferences to assess and instruct students according to their needs, word work (including phonics), 'response to literature' journals, and assessment using rubrics.

Parent workshops are held to educate parents. A reading coach had been hired to help teachers adapt to the change. The school adapted Columbia's units of study, which taught strategies for different genres. Teachers work together to develop curriculum maps for reading and writing to pace themselves and insure that each component is reinforced by the other. Reading and writing process strategies became integrated with content area curriculums such as science and social studies. In addition to vocabulary development, accountable talk is emphasized in book clubs and classroom discussions.

Writing celebrations occur each month. Book of the Month unites our community in literacy. Each grade is responsible for choosing a book and writing a letter to the school community explaining their choice and possible uses of this book. In addition, artists are hired to bring the book alive through drama. Now, there is an excitement about books and reading. The children's skills have been positively affected.

### **3. Additional Curriculum Area:**

At the PS/IS 178 Art Department we understand that our students are here with us for a period of 9 years. This time is a generous component for our art department educators to really develop a relationship with our students. The educators have an opportunity to document progress and develop individual skills of students and form a relationship with students that is lasting and committed.

The elementary portion of the Art program is focused on a skill-based learning model. Students are taught traditional art concepts and skills through the years, and their focus is to develop an art vocabulary and to master art skills that can be adapted in many ways. Students are expected to maintain and develop a sketchbook. They are required to continue their practice for homework each week and demonstrate with success that they are broadening their art potential. Each child's artwork is uploaded to an online portfolio documentation system, which they can continue to upload through high school. Throughout the school year, students partake in numerous group collaborations, school spirit endeavors and stage productions. These exercises help to build recognition for the arts as well as develop a cultural awareness to the arts for the students and their families.

In the Middle School, our staff understands that this time is an important transition for students. The Middle School talent program is the bridge which crosses our students from childhood to young adulthood. During this time of great transition, it is important for our school to invigorate our students' minds with personal challenges that increase attention and enthusiasm while fostering a higher level of independency and responsibility by building on appropriate social skills as they enter the next stage of development.

The Middle School 178 Talent Program is designed to encourage students to face incremental independent responsibilities that nurture risk taking and individual expression. We want to encourage life long learners and leaders. The breadth of study within the talent program is divided into two components. The first fosters a traditional avenue of study that allows students to obtain the necessary skills to expand their current knowledge. The second component visual media uses a creative innovative approach that encourages students to complete projects independently, develop leadership abilities and professionalism.

The core value of our program for the students' academic career includes high standards of performance, creative problem solving, effective communication, and professionalism. Via the traditions of art education and the modern goals of academic freedom, it is our vision that the combined curriculum our students receive will allow students to prepare for the challenges and changes of young adulthood and systematize them for academic futures and occupational interests.

### **4. Instructional Methods:**

As described earlier, The Holliswood School believes in workshop instruction methodology. Since learning is social, we employ cooperative learning strategies, small group instruction, discussion, debate, group work and projects, and partnerships. We have found that children learn best within a richly and rigorously interactive community. Respectful observations of the learner are done on a regular basis so that we may evaluate and tailor instruction to meet individual needs. We rely on Bloom's Taxonomy to differentiate questioning. Teachers model learning. Science and math classes are taught with manipulatives and scientific materials that provide hands-on learning and exploration of concepts and ideas.

Within the confines of required curriculum as well as our enriched curriculum, our instruction is data driven. We constantly assess and analyze student work so that we can help every child reach his/her full potential. These assessments are formal as well as informal. Ongoing running records properly place children in 'just right' reading levels. Interim assessments, portfolios and careful recordkeeping inform teachers of each student's strengths and weaknesses. Careful recordkeeping by our teachers insure that every child progresses and learns.

### **5. Professional Development:**

The key to success in any school is a motivated, knowledgeable faculty. Thus, professional development is an integral part of The Holliswood School. Professional development is offered in two ways. Some professional development, such as opening conferences which set year-long goals, mandated child abuse

and OSHA training, are mandated for all staff. However, most professional development is differentiated according to the needs, abilities and wants of faculty members.

Our school inquiry team focuses on the instructional needs of a targeted population of students. This team then works with teachers to develop strategies to develop that area of instruction. This year our focus has been vocabulary development in our fourth grade students.

Tenured teachers may choose an alternative to a formal observation and delve into a curriculum area they wish to become better at teaching. Some of these inquiries have included teaching poetry, problem-solving strategies, integrating reading strategies with social studies, and others.

An informal think tank revolves around educational topics of interest to teachers. This teacher-run group meets weekly at lunch time. Schedules have been arranged so that teachers have daily common planning times. These times allow teachers to develop curriculum pacing calendars, units of study, writing celebrations, etc. Inter-visitations between teachers are built into the schedule for grade conferences.

Teachers are encouraged to choose from a menu of workshops provided by the district. Teams of teachers frequently attend summer institutes such as gifted training at the University of Connecticut and literacy methodology at Teacher's College. Finally, the district provides specialized training for speech and special education teachers.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test \_\_\_\_\_  
 Edition/Publication Year CURRENT YE Publisher CTB MCGRAW HILL

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	JANUARY	JANUARY	JANUARY	JANUARY	JANUARY
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	78	77	71	70	82
% "Exceeding" State Standards	13	8	30	34	40
Number of students tested	68	48	79	56	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	81	44	21	0	0
% "Exceeding" State Standards	19	11	0	0	0
Number of students tested	16	9	14	0	0
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard	0	0	0	0	0
% "Exceeding" State Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard	0	0	0	0	0
% "Exceeding" State Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard	0	0	0	0	0
% "Exceeding" State Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	JANUARY	JANUARY	JANUARY	JANUARY	JANUARY
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	73	73	84	73	89
% "Exceeding" State Standards	7	17	38	22	49
Number of students tested	55	77	55	63	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	64	44	32	55	18
% "Exceeding" State Standards	7	4	0	15	5
Number of students tested	14	25	28	20	39
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	JANUARY	JANUARY	JANUARY	JANUARY	JANUARY
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	72	75	95	83	88
% "Exceeding" State Standards	16	19	44	30	27
Number of students tested	69	57	59	57	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	71	64	67	42	13
% "Exceeding" State Standards	21	27	0	0	0
Number of students tested	14	11	6	12	15
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	91	90	88	74	75
% "Exceeding" State Standards	38	43	54	47	51
Number of students tested	69	59	59	57	57
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	71	67	33	17	13
% "Exceeding" State Standards	21	27	0	0	0
Number of students tested	14	11	6	12	15
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MAY	MAY	MAY
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	89	79	96	94	95
% "Exceeding" State Standards	46	88	60	55	58
Number of students tested	57	76	53	62	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	64	44	58	20	80
% "Exceeding" State Standards	7	4	8	0	40
Number of students tested	14	25	12	10	5
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MAY	MAY	MAY
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	91	88	73	83	90
% "Exceeding" State Standards	47	40	37	61	60
Number of students tested	68	50	79	57	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. DISABILITIES					
% "Meeting" plus % "Exceeding" State Standard	81	44	23	36	0
% "Exceeding" State Standards	11	19	0	7	0
Number of students tested	9	16	22	14	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	92				
% "Exceeding" State Standards	15				
Number of students tested	39				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	100				
Number of students tested	4				
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	98				
% "Exceeding" State Standards	62				
Number of students tested	32				
Percent of total students tested	0				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. STUDENTS WITH DISABILITIES</b>					
% "Meeting" plus % "Exceeding" State Standard	92				
% "Exceeding" State Standards	0				
Number of students tested	4				
<b>2.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>3.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
<b>4.</b>					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (ELA) Grade 3 Test English Language Arts

Edition/Publication Year 2008 Publisher McGraw Hill

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	JANUARY	JANUARY	JANUARY	JANUARY	JANUARY
<b>SCHOOL SCORES*</b>					
Total Score	56	62	71	70	82
Number of students tested	70	48	79	56	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. STUDENTS WITH DISABILITIES	23	24	21	0	0
Number of students tested	10	9	21	0	0
2.			21		
Number of students tested			21		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Subject Math Grade 3 Test NYS Math

Edition/Publication Year CURRENT Publisher CTB McGraw Hill

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MARCH	MARCH	MARCH
<b>SCHOOL SCORES*</b>					
Total Score	91	88	73	83	90
Number of students tested	68	50	79	57	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. DISABILITIES	81	44	23	36	0
Number of students tested	9	16	23	14	0
2. econom			23		
Number of students tested			23		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	JANUARY	JANUARY	JANUARY	JANUARY	JANUARY
<b>SCHOOL SCORES*</b>					
Total Score	73	73	84	73	89
Number of students tested	58	68	52	61	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. students with disabilities	64	44	32	55	18
Number of students tested	14	25	32	20	39
2.			32		
Number of students tested			32		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MAY	MAY	MAY
<b>SCHOOL SCORES*</b>					
Total Score	83	84	96	94	95
Number of students tested	60	68	53	62	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. students with disabilities	64	44	58	20	80
Number of students tested	14	25	58	10	5
2.			58		
Number of students tested			58		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MAY	MAY	MAY
<b>SCHOOL SCORES*</b>					
Total Score	91	90	88	74	75
Number of students tested	69	59	59	57	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. DISABILITIES	71	64	33	17	13
Number of students tested	14	11	33	12	15
2.			33		
Number of students tested			33		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	JANUARY	JANUARY	JANUARY	JANUARY	JANUARY
<b>SCHOOL SCORES*</b>					
Total Score	72	75	95	83	88
Number of students tested	69	47	59	57	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. DISABILITIES	71	64	67	42	13
Number of students tested	14	11	67	12	15
2.			67		
Number of students tested			67		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					