

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal: Mr. Frederick J. Scully

Official School: Hyannis West Elementary School

School Mailing Address: 549 West Main Street

City: Hyannis

State: MA

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

(Principal's signature) Date _____

Name of Superintendent* Mr. Andre Ravenelle

District Name: Barnstable

Tel. (508) 790-9802

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

(Superintendent's signature) Date _____

Name of School Board President/Chairperson: Mr. Ralph Cahoon

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the students in the school: 72.9% White
 12.7% Black or African American
 7.9% Hispanic or Latino
 2.9% Asian/Pacific Islander
 3.5% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 23.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	51
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	340
(5)	Subtotal in row (3) divided by total in row (4)	.235
(6)	Amount in row (5) multiplied by 100	23.5

8. Limited English Proficient students in the school: 8.6%
 28 Total Number Limited English Proficient

Number of languages represented: 4
 Specify languages: Urdu, Portuguese, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 52%
 170 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 12.2%
 39 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

Autism	Orthopedic Impairment
Deafness	4 Other Health Impaired
Deaf-Blindness	8 Specific Learning Disability
Hearing Impairment	25 Speech or Language Impairment
1 Mental Retardation	1 Traumatic Brain Injury
Multiple Disabilities	Visual Impairment Including Blindness

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)	1	
Classroom teachers	20	1
Special resource teachers/specialists	7	2
Paraprofessionals	8	
Support staff	4	2
Total number	40	5

12. Average school student-“classroom teacher” ratio: 16.3:1
13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93.7%	93.6%	96.7%	93.8%	93.6%
Daily teacher attendance	95.6%	95.5%	95.9%	95.9%	94.7%
Teacher turnover rate	0%	4%	0%	4%	4%
Student dropout rate	na	na	na	na	na
Student drop-off rate	na	na	na	na	na

PART III - SUMMARY

Hyannis West Elementary School is located in Hyannis, Massachusetts on Cape Cod. It is a grade K to 4 public elementary school and one of ten elementary schools comprising the Barnstable Public School District. We serve a diverse student population of approximately 340 students, the majority being from low income families with over 50% receiving free or reduced lunch benefits. Although the mobility rate on page 4 of this application indicates 80 transfers last year it does not present an accurate picture of our students' mobility. When we look at the full year statistics, not just October 1 through the end of the year, the mobility rate looks much different. The average number of students transferring in or out of Hyannis West from one September to the next has averaged well over 200 students for each of the last ten years. In addition, each year between 8 – 10 % of our students meet the state criteria to be classified as homeless.

We have implemented a number of programs and practices that have drastically reduced the interruption of instruction due to poor behavior. Every certified teacher has been trained in the Responsive Classroom approach. Also, our school is organized into family groupings with each family containing at least one class from grade levels 1-4. Each family has lunch and recess together, promoting a nurturing atmosphere throughout the school. In addition, our professional staff (PE, Art, Music Teachers, etc.) volunteer to serve as mentors to at-risk students.

With greater opportunity to improve instruction within the classroom, we've taken several steps to structure our instruction so that prevention is our main objective and intervention is part of that structure. First, class size targets of 15:1 are set in all classrooms. We have a Title I school wide project that provides every classroom with a Title I Co-teacher for part of each day which allows more opportunity for multilevel instruction.

Hyannis West is research and data driven. We are constantly assessing student performance and analyzing test results in order to adjust curriculum and instruction. This has created a school culture of striving to be the best.

Parental and community involvement is an integral part of our school culture. Hyannis West Elementary boasts the most volunteer hours of any elementary school in our district. Senior citizens, local middle and high school students, and family members are welcomed daily to tutor children, assist staff members, or serve as instructors in our after school programs.

The efforts our entire staff have undertaken to improve student performance are strongly supported by the Hyannis West Elementary School Council. It's primary mission is to establish a clear blueprint for learning at our school that is focused, coordinates resources, clearly identifies individual responsibilities, assesses student progress, and is closely monitored and adjusted. The School Council operates under a no-fault problem solving model that is also data and research driven. Decisions are made by consensus.

Our efforts have resulted in being named a Commonwealth of Massachusetts Compass School as well as being appointed a Vanguard School by Mass Insight. We are dedicated to providing a comprehensive education to all children in a safe, accepting, and nurturing setting. Our goal is to help our students develop to their fullest potential intellectually, socially, emotionally, and physically in a challenging and stimulating environment. Partnership among school, students, parents and the community is critical to our mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Massachusetts Comprehensive Assessment System (MCAS) is a testing program that has been utilized in our state since 1993. Currently all students are required to take this test at certain grade levels regardless of whether or not they have learning disabilities or limited English proficiency. The MCAS testing reflects the Massachusetts Curriculum Frameworks and provides a means of accountability to each school district. All students in our state are required to pass the MCAS in order to receive a high school diploma. Tenth grade is the first opportunity to take the test. This all started with the class of 2003.

After taking the exam, scaled scores are sent to individual students, principals and school districts. There are four performance levels that range from 200- 280 and are defined below.

Advanced (260-280) Students at this level demonstrate a comprehensive in depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient (240-259) Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (220-239) Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Warning (200-219) Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

The MCAS scores for Hyannis West Elementary clearly reflect our students' increased levels of success. In the past five years, our fourth graders have made vast improvements in the English Language Arts section of the test. During 1998-1999, 9% of our students scored in the proficient and advanced range, whereas in 2002-2003, 84% of our children scored in this range. During 1998-1999, 1% of our students scored in the advanced range. This was brought up to 26% in the 2002-2003 school year. Hyannis West students have done consistently better than the state averages in the past four years. Our scores in the Mathematics section of the MCAS reflect significant heightened levels of achievement as well. During the 1998-1999 school year 23% of our students scored in the proficient and advanced range, whereas by last year we had 74% of our students in that range. When you compare our 74% to the state's 40%, you recognize how much our students have accomplished. Our advanced scores in 1998-1999 were at 7% which was still better than the state's average at that time, but as of last year we brought our advanced average up to 26%. We have done consistently better than the state in the mathematics section of the MCAS testing in the last five years.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Hyannis West is research and data driven. We are constantly assessing student performance and analyzing test results in order to adjust curriculum and instruction. First, MCAS analysis teams use the MCAS results to recommend specific curricular and instructional adjustments. During the 1999-2001 time period, each teacher in grades K-4 developed an MCAS action plan for their class in order to provide instruction that is matched to the frameworks. Starting in 2001, teachers began to develop instructional plans for their classrooms based on their students' performance on the Stanford 9 test. Plans are submitted in September, and updated in December, March, and May.

The teachers see these check ins as an opportunity to assess the individual needs of their students and ensure changes are made if warranted in their delivery of the curriculum. These instructional plans help meet the individual student's needs which in turn provides opportunities for internalizing the curriculum based on the learning styles of each student. As a result of these MCAS action plans and instructional plans, our staff was able to identify the needs of all the students and created a reading plan for our building, adopted a comprehensive writing program which has different levels of sophistication (LINKS, Effective Writing Program/Gary Chadwell, and Empowering Writers), and is currently working on a math plan for all our students. The consistency throughout grades K-4 in the areas of reading, writing, and math has been invaluable to our students.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

There are many ways the school communicates student performance. An Open House is set up in the beginning of the school year to give the parents an opportunity to meet their child's teacher and get an overview of the curriculum covered at that grade level. Teachers are also required to write a biweekly newsletter to parents as a means of communicating what is happening in the classroom. Our principal also sends home a biweekly newsletter in which he disseminates information around events at our school, gives meeting reviews, summarizes test results, celebrates students successes, etc. The Reading Specialist also sends out a monthly newsletter reviewing different books, giving parents ideas on ways to encourage reading at home, and summarizing articles she has found helpful in her field. Our PTO (Parent Teacher Organization) also sends home information to the parents around the needs in our building, parenting tips, upcoming events, etc. The children receive report cards four times a year, get test results, and the parents are invited to attend at least two conferences with their child's teacher a year. If there is a need for more than the two scheduled conference times, a teacher sets up an appointment with the parent. Some teachers in our building also hand out daily or weekly reports to communicate to the parents how their child is doing. Often these reports give a number rating in different areas like effort, behavior, listening, participation, etc. MCAS results are published in our local paper, our Principal's Newsletter and the parents receive a summary of their child's scores by mail.

4. Describe in one-half page how the school will share its successes with other schools.

Hyannis West Elementary received the Compass School Award from the Massachusetts Department of Education in October 2003 as well as being named a Vanguard School by Mass Insight Education in May 2002. Since we have been recognized as a result of our increased student achievement, staff members provide guidance to other schools interested in incorporating the approaches that have led to our success. In doing this, we present the data our school collected which has greatly impacted the delivery of curriculum and instruction. We have provided day long workshops to those schools who contact us and invite them to phone us if they have any questions after they return to their schools to implement a plan. Along with providing this information, we allow schools to observe the standard-based teaching that is happening at all the grade levels (K-4) in our building. In addition to this, members of our staff have presented our action plan at the “Pathways to Excellence” conference. They shared our best practices as a result of receiving the Massachusetts Compass School award. This same team of professionals also presented a similar workshop at a conference for the principals of our schools on Cape Cod. Hyannis West Elementary will continue to provide guidance to those schools who are interested in developing a plan to close the achievement gap and heighten the test scores of their students.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

Hyannis West's school curriculum has been developing over the years to what is now a very effective program with high standards for all students with the programs and tools to enable each student to reach these goals. Committees have worked carefully to make sure our curriculum and materials match the Massachusetts Curriculum Frameworks. Since we are data and research driven, we are constantly assessing student performance and analyzing the results in order to adjust curriculum and instruction.

The time our school has allotted each week for Language Arts is 1065 plus minutes in grades one and two, with 725 plus minutes in grades three and four. Our Reading Committee wrote a comprehensive Reading (LA) Instruction Plan outlining instructional materials, intervention tools, assessments, benchmarks, routines, strategies and techniques to be used at each grade level. Our school uses the Scott Foresman Reading and Spelling Series along with Phonics and Friends (Hampton-Brown) (K - 2). These programs have a variety of materials for all learning styles and levels. Student writing has greatly improved due to the programs we use constantly throughout our school. The Effective Writing Program (Gary Chadwell) is used across the curriculum along with LINKS to organize ideas. Empowering Writers is used for quality narrative and expository writing. Daily Oral Language (McDougall-Little) is also used to improve students' grammar skills.

Hyannis West has allotted 360 plus minutes a week for math. The program we use is Scott Foresman-Addison Wesley along with Math Their Way and other programs. Students have many opportunities to write about math and use higher order thinking skills to effectively problem-solve. Currently our Math Committee is researching ways to improve our curriculum and writing our school's Mathematics Action Plan.

Science and social studies in grades one and two are taught mainly through literature and discussion. Time allocated for these subjects in grades three and four is 170 minutes each. Teachers use 'kits' put together by our district. Each kit is filled with many hands-on activities and literature.

Students participate in a variety of enrichment which include art, music, physical education, library or technology and Spanish or health. The time spent with specialists amounts to 225 minutes per week

Hyannis West utilizes The Responsive Classroom approach to develop social skills, boost self esteem and to create a community of learners. Cooperative Learning and Talents Unlimited are used on a regular basis to teach and enrich the curriculum in a variety of ways to reach all learning levels and styles.

2 (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Hyannis West has done a lot of research and teacher training for the current programs we use to meet the needs of our students and align the curriculum with the Frameworks. The reading program we use is Scott Foresman Reading 2002. It has a variety of current fiction, nonfiction and poetry in each basal. We find the supplemental leveled readers helpful in meeting all students needs. Every student takes the weekly tests and the benchmark tests provided. The teaching of vocabulary, spelling, grammar, phonics and other skills are very appropriately timed. Our students needed more of a phonics base so we also use Phonics and Friends (Hampton and Brown) in grades K-2. Since reading and writing are closely related we have adopted many effective programs/techniques to improve student writing which in turn improves their reading (see Part V - 1). After implementing these programs over the past several years we have seen higher MCAS scores and overall reading ability improve greatly.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Hyannis West Elementary School offers a diverse writing curriculum that is suited to all individual learning styles. LINKS, The Effective Writing Program/Gary Chadwell, and Empowering Writers are three programs that are utilized simultaneously to provide each child the opportunity to achieve success in this curriculum area.

* LINKS: Offers a variety of graphic organizers to allow students the opportunity to develop and visualize their thoughts before writing. The templates provide a systematic approach to the prewriting process, are available at all grades K – 4, and can be used to organize ideas in all curriculum areas.

* The Effective Writing Program/Gary Chadwell Identifies 5 Types of writing and a series of focus correction areas. Type 1’s and 2’s are performed frequently to increase fluency, assess for understanding, and improve oral and written language. Type 3’s, 4’s, and 5’s are assigned to apply skills that have been previously taught. Focus correction areas are grade-appropriate and build upon the previous year. Self and peer editing are integral parts of this program.

* Empowering Writers: Enhances the previously mentioned programs by improving organization, vivid language and voice. Lessons are easily applied to our existing curriculum and adaptable to every grade level.

These programs support our multilevel approach to teaching, generate a common language throughout the school, and allow all students to feel successful in the area of writing.

4. Describe in one –half page the different instructional methods the school uses to improve student learning.

Hyannis West Elementary School’s Improvement Plan identifies a number of core instructional methods that meet the needs of our diverse student population.

The Responsive Classroom, Cooperative Learning, and Talents Unlimited, are school-wide programs that provide teachers with models to help transform their classrooms into learning communities where high social and academic goals are attained.

Every classroom is provided with a Title 1 co- teacher for 90 minutes per day, usually in the area of Reading/Language Arts. This school-wide initiative allows for greater multilevel instruction

as well as lower student/teacher ratios. This co-teaching model provides the opportunity for small group instruction, parallel lessons, and one-on-one conferencing.

Each teacher develops an instructional plan for their classroom. Plans are submitted quarterly and include performance profiles, materials and strategies to be used, remediation and enrichment strategies, and assessment procedures.

Gateway is an enrichment program offered for students in grades 3 and 4. 4th grade students also have the opportunity to be chosen for our Destination Imagination team, a unique, cooperative approach to creative problem solving.

Our school adopted these particular programs and practices due to their high success rate supported by research, ease of incorporating them into the existing curriculum, and ability to provide multilevel instruction in order to address the learning styles of all of our students.

5. Describe in one –half page the school’s professional development program and its impact on improving student achievement.

Hyannis West Elementary School’s professional development is a critical component of our ongoing success. Along with attending professional development workshops within or outside the district, our school is allocated funds that support training for our staff based on our school-wide initiatives, brought forth as a result of subcommittee findings and School Council recommendations.

A key element in the sustainability of Hyannis West improvement efforts is uniform professional development. Currently, all staff members have been trained in Responsive Classroom, Cooperative Learning, LINKS, An Effective Writing Program, and Empowering Writers. An indicator of our school’s effort to ensure continued commitment to and implementation of programs is that the granting of professional status to teachers at Hyannis West is contingent upon the successful completion of professional development in the selected programs.

Staff members attend two faculty meetings per month with a portion of each meeting devoted to a variety of activities that enhance instruction. Grade-level colleagues utilize this time to develop curriculum, share ideas or analyze data. Sometimes the meeting is an opportunity for a fellow teacher to instruct the staff in their area of expertise.

Hyannis West’s professional development program benefits our school by ensuring consistency throughout the entire school with a common language evident among the various grade levels. The constant reflection and refinement of our programs and practices allow us to meet the needs of all of our students.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS **MCAS- MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM**

Hyannis West Elementary School

Grade 3 Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
At or Above Basic	90%	95%	94%	na	na
At Proficient	67%	73%	54%	na	na
Number of students tested	68	59	85	na	na
Percent of total students tested	97%	97%	98%	na	na
Number of students excluded	2	2	2	na	na
Percent of students excluded	3%	3%	2%	na	na
Subgroup Scores					
Low Income					
At or Above Basic	80%	Na*	Na*		
At Proficient	58%	Na*	Na*		
Mixed or Other					
At or Above Basic	91%	Na*	Na*		
At Proficient	64%	Na*	Na*		
STATE SCORES					
At or Above Basic	93%	94%	93%	na	na
At Proficient	63%	67%	62%	na	na
*Massachusetts did not report Subgroup scores for these years.					

Grade 4 English Language Arts

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
At or Above Basic	98%	98%	97%	89%	80%
At or Above Proficient	84%	72%	71%	29%	9%
At Advanced	26%	21%	10%	3%	1%
Number of students tested	58	67	81	89	91
Percent of total students tested	98%	93%	97%	94%	93%

Number of students excluded	1	5	2	6	5
Percent of students excluded	2%	7%	2%	6%	6%
Subgroup Scores					
Low Income					
At or Above Basic	97%	Na*	Na*	Na*	Na*
At or Above Proficient	77%	Na*	Na*	Na*	Na*
At Advanced	17%	Na*	Na*	Na*	Na*
Mixed or Other					
At or Above Basic	100%	Na*	Na*	Na*	Na*
At or Above Proficient	58%	Na*	Na*	Na*	Na*
At Advanced	33%	Na*	Na*	Na*	Na*
*Massachusetts did not report					
Subgroup scores for these years.					
STATE SCORES					
At or Above Basic	89%	91%	89%	87%	88%
At or Above Proficient	55%	53%	51%	20%	21%
At Advanced	10%	8%	7%	1%	0%

Grade 4 Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
At or Above Basic	100%	88%	87%	88%	71%
At or Above Proficient	74%	52%	41%	41%	23%
At Advanced	26%	22%	11%	11%	7%
Number of students tested	58	66	81	93	93
Percent of total students tested	98%	92%	98%	98%	95%
Number of students excluded	1	6	2	2	3
Percent of students excluded	2%	8%	2%	2%	3%

Subgroup Scores					
Low Income					
At or Above Basic	100%	Na*	Na*	Na*	Na*
At or Above Proficient	63%	Na*	Na*	Na*	Na*
At Advanced	20%	Na*	Na*	Na*	Na*
Mixed or Other					
At or Above Basic	100%	Na*	Na*	Na*	Na*
At or Above Proficient	59%	Na*	Na*	Na*	Na*
At Advanced	17%	Na*	Na*	Na*	Na*
* Massachusetts did not report					
Subgroup scores for these years.					
STATE SCORES					
At or Above Basic	83%	81%	80%	82%	88%
At or Above Proficient	40%	39%	34%	40%	21%
At Advanced	12%	12%	10%	12%	0%