

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Thomas Quigley

Official School Name: Hopewell Elementary School

School Mailing Address:  
16 Monroe Street  
Taunton, MA 02780-6805

County: Bristol State School Code Number\*: 02930035

Telephone: (508) 821-1240 Fax: (508) 821-1356

Web site/URL: www.tauntonschoools.org E-mail: tquigley@tauntonschoools.org

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Arthur Stellar

District Name: Taunton Public Schools Tel: (508) 821-1201

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Josephine Almeida

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 10        | Elementary schools  |
| 4         | Middle schools      |
|           | Junior high schools |
| 1         | High schools        |
| 1         | Other               |
| <b>16</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 10223

Average State Per Pupil Expenditure: 11859

**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 area

Suburban

Small city or town in a rural area

Rural

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			0
K	41	41	82	8			0
1	29	35	64	9			0
2	39	29	68	10			0
3	32	34	66	11			0
4	38	25	63	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							343

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
13 % Black or African American  
11 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
75 % White  
0 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	368
(5)	Total transferred students in row (3) divided by total students in row (4).	0.082
(6)	Amount in row (5) multiplied by 100.	8.152

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 8

Number of languages represented: 4

Specify languages:

Portugese, Spanish, Mandarin, Creole

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 206

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 27

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</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	<u>8</u> Developmentally Delayed

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>15</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>36</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	95%	94%
Daily teacher attendance	89%	92%	90%	91%	94%
Teacher turnover rate	8%	4%	0%	0%	8%

Please provide all explanations below.

I was not the principal for the 2003-2004 school year, therefore, I do not know why the attendance was below 95%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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Hopewell Elementary School is a storied, urban school built in 1913 within a low to moderate income neighborhood in a former industrial city. Hopewell's stated mission is "...to treat each student as an individual with unique skills, abilities, capacities and attributes, with each student being nurtured and developed under the guidance of caring adults. Hopewell broadens and increases the academic abilities and social skills of every child in our school. Through a rich curriculum, and a wide range of related educational opportunities for growth, Hopewell maximizes the potential of each student. We value diversity and treasure each child's individuality".

Hopewell's successful "game plan" includes the following items:

- A phenomenal staff who treat each child as though they were their own.
- Students who really want to come to school each day in order to learn.
- Parents and guardians taking ownership of their child's education.
- Attendance increases from 94.6% in 2005 to 96.6% in 2008.
- Before, after and Sat. School tutorials by teachers and high school students.
- Teacher Assistants truly being used as classroom assistants and tutors.
- Professional development by Hopewell staff assisting other colleagues.
- Staff utilizing new teaching and assessment tools such as DIBELS.
- Grade level meetings to identify "at risk" students for interventions.
- Title I reading specialists who are typically the first to intervene.
- Free/Reduced Lunch benefits increasing from 51% in 2005 to 60% in 2008.

We specifically attribute our tremendous successes to a total staff effort beginning in kindergarten and continuing up through the 4th grade. Hopewell has a devoted and highly qualified teaching staff that treats their students as though they were their own children. We utilize all teacher assistants as classroom assistants and tutors in small group instruction. We utilize dozens of college and high school students in weekday and Saturday tutorial programs. These young adults are role models our students truly look up to. They enrich and change the lives of many of our students.

Hopewell has students who truly want to come to school each day to learn. We have parents, guardians and extended family members who take full ownership of their child's education. Hopewell also has an incredible Parents and Teachers Together (PTT) organization that sponsors and financially supports dozens of cultural and academic activities each year for all students. We have a very supportive corporate partner in Bristol County Savings Bank that has funded our kindergarten to 4th grade Literacy Closet, Saturday Chess Program and several educational and social support programs. We also look forward to our United Way joint initiative with the bank where we join together donating food to two, local non-profit organizations.

Hopewell does not leave any child behind due to its major focus on all our identified "at risk" students. Utilizing a variety of assessment programs, we identify all at risk students at the beginning of the school year. Beyond small group and/or one-on-one instruction from teachers, assistants and college or high school students, we utilize the early intervention skills of our outstanding Title I reading specialists. When further intervention is needed, then all at risk students get more help during before school, after school and Saturday tutorial programs.

In several cases, we assist struggling students with school-based special education, speech and language, physical therapy, or counseling services, or a combination of services. We have arranged for several of our families to hire, as tutors, several highly qualified, retired teachers at very low costs. Specialists, counselors and private tutors coordinate services or instruction with Hopewell teachers and utilize our instructional resources and school facilities. No one is left behind.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the state of Massachusetts Education Reform Law of 1993. The law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities and limited English proficient students;
- measure performance based on the Massachusetts Curriculum Framework learning standards; and
- report on the performance of individual students, schools and districts.

In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of the No Child Left Behind (NCLB) Law that all students be proficient, or all students be performing at respective grade level, in Reading (ELA) and Mathematics by the year 2014. To accomplish this, Hopewell's curriculum is aligned with the state frameworks or learning standards.

As required by the federal NCLB Law, all Massachusetts schools are expected to meet or exceed each year specific student performance standards in English language arts/reading (ELA) and mathematics. In Hopewell's case, annual yearly progress (AYP) determinations are issued by the state based on the performance of all our 3rd and 4th grade students in the ELA and math MCAS tests given each spring. Based on our scores from 2006 to 2008, Hopewell has made AYP, or met the objectives of the NCLB Law, over the last three years.

Overall, Hopewell's MCAS ELA scores increased dramatically from 75.7% in 2005 to 92.0% in 2008, which is 7% over the 2008 target and actually exceeds the 2010 target of 90.2%. Hopewell's MCAS Math scores increased dramatically from 76.5% in 2005 to 93.4% in 2008, which is 17% over the 2008 target and actually exceeds the 2012 target of 92.2%.

To date, Hopewell feels that it has carried out its stated mission to maximize the potential of all students. We base this partly on the two criteria that are required for a school to be eligible for nomination as a Blue Ribbon School. Hopewell is very proud of the fact that it has met both criteria for nomination. Hopewell has more than 60% low income or disadvantaged, yet the school ranks in the top 10% of all the schools in the entire state on overall achievement.

Another indicator is the state's Complex Performance Index (CPI) which measures the extent to which all subgroups of students are progressing toward proficiency in both ELA and math. Hopewell's student CPI averages for Low Income/Disadvantaged is 90% and for Title I/At Risk is 93%, which is on a par with Non-Low Income/Non-Title I at 96%.

Please refer to the following website to obtain general information on the state assessment system and specific information on Hopewell Elementary School:

- [www.doe.mass.edu](http://www.doe.mass.edu) then select "Assessment/Accountability", and
- select "Directory Profiles", "Public School" then "Hopewell"

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

Hopewell progress monitors all of its students on a periodic basis using a variety of assessment tools. All K to 4th grade students are tested in reading fluency utilizing Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS is a diagnostic tool used by teachers to identify "at risk" readers. Based on our DIBELS

results, classroom teachers, Title I reading specialists, and other support staff specialists, use information garnered from each test to develop specific intervention activities for each child diagnosed with moderate to high risk.

All 1st to 4th grade students are periodically assessed in ELA utilizing the Harcourt On-Line Assessment. All 1st to 4th grade students are assessed monthly utilizing the Everyday Math Program. During monthly grade level meetings, “at risk” students are identified for additional help by specialists, and these students are enrolled in our before, after and/or Saturday tutorials.

Although all of Hopewell’s kindergarten students are periodically assessed through DIBELS, they do not do the Harcourt On-Line Assessment or pencil and paper Everyday Math assessments. On a quarterly basis, kindergarten students are assessed in ELA and math, with their teacher in a one-on-one setting, through a fairly lengthy oral, written, and hands-on, question and answer process.

Overall, Hopewell has shown appreciable to dramatic increases in 2008 for all learning/assessment programs. Listed below are just some of the increases in the 2007/2008 school year:

- Kindergarten DRA scores have increased 9% from 2005 to 2008
- 1st to 4th grade DIBELS scores increased an average of 36 words per minute
- 1st to 4th grade Harcourt ELA scores increased an average of 20%
- 2nd grade Stanford 9 scores increased on average from 3.11 in 2005 to 3.73 in 2008
- 3rd & 4th grade Everyday Math scores increased an average of 13%
- 3rd grade Study Island scores increased an average of 9% in 2008
- 4th grade Study Island scores increased an average of 5% in 2008
- 4th grade Honors Program acceptance increased from 5 in 2005 to 20 in 2008
- Over 65% of our 5th graders, who are now in middle school, made the honor roll

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

In order to keep our parents and guardians much better informed about their child and their school, we send home a monthly newsletter in each student’s weekly communication folder. First page articles historically reflect our major attempts to keep all of our students healthy and safe, along with Hopewell’s periodic progress by listing our overall attendance and assessment results.

Teachers, specialists and administrators are in constant contact with parents and guardians through our new website promoting direct e-mails and phone calls to staff members. Both systems were installed within the last three years. Our best source of communication is achieved by regular, informative meetings with parents and guardians of “at risk” children. Whether before school, after school, during the evening hours or weekends, staff members will go out of their way to meet with parents and guardians in order to reach the goal of helping all Hopewell children.

During these collaborations, the first exchange is always to engage in conversation with parents and guardians inquiring about any concerns they may have. Staff members typically follow this conversation up with the detailed assessment data listed previously to further the discussion and to come up with specific strategies and/or an action plan to remediate the situation.

Parents receive weekly progress notes and a mid-term progress report. Our new report card, where all the subject standards are aligned with the state frameworks, allows parents to monitor their child’s progress with DIBELS, Harcourt and Everyday Math assessments. We meet with parents and guardians at MCAS ELA Night and MCAS Math Morning. MCAS and Stanford 9 assessment results are mailed home to students, parents and guardians. Central Administration lists Hopewell’s progress on the district’s website, and they periodically issue flyers with assessment results that go home in our communication folders.

The district superintendent has issued several press releases to local media detailing Hopewell's assessment results. District staff administrators are also instrumental in providing Hopewell with the necessary data to inform all of our parents or guardians on their child's progress.

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

Hopewell's teaching staff has gone out of their way to collaborate with many teachers at other elementary schools by offering professional development opportunities here at Hopewell. Whether as part of a summer or school year focus group, or during several district-wide professional development days, Hopewell teachers and specialists continue to work with colleagues at other schools on improving various aspects of classroom instruction.

Two of Hopewell's administrators have attended separate, monthly district administrator and elementary principal meetings. During those meetings, Hopewell staff has publicly and privately offered colleagues suggestions on a variety of school topics which Hopewell has had documented successes with. Recently, Hopewell was asked for help by a colleague from another district, a request that was honored in a spirit of collaboration.

Hopewell staff members have collaborated with other schools on key assessment programs like DIBELS. We have also learned firsthand from our colleagues by going to their respective schools to observe innovative and creative inclusionary and small group instructional methods.

Over the last four years, Hopewell has lobbied area colleges and high schools for co-teachers and tutors as a form of a mentoring program and as part of practicums. We are proud of the fact that several college co-teachers are finishing up their programs or have actually been hired by Hopewell, other Taunton schools, and schools from other districts. Several high school students have now professed a strong desire to become teachers as a result of their experiences at Hopewell. We have shared with each college and high school student the very successful programs that have been implemented here at Hopewell.

A future goal of Hopewell School is to offer a course at an area college known for its Early Childhood and Educational Leadership Programs. Our objective would be to educate aspiring teachers and administrators about Hopewell's successful programs so that they will then be spread amongst many area school districts. If Hopewell were to be honored with Blue Ribbon status, then we will look to spread the word on our home grown successes through a national forum.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The founder of the Collins Writing Program, Dr. John Collins, has been a frequent presenter at district professional development days. The Collins “Writing to Learn Program” was designed to get our students to think on paper. Three of his primary goals are to increase our student involvement in subject lessons, check their understanding of concepts, and promote their thinking about subject content. Our students are asked by their teachers to:

- list relevant information they know about a new concept or topic
- put a concept from the text or another source into their own words
- make a connection between a concept and an experience in their life
- explain how ideas are similar and how they are different

The Collins Writing Program provides a practical framework where our students are challenged to do more thinking and writing without needlessly burying our teachers in paperwork. The program has five types of writing: (1) capture ideas, (2) respond correctly, (3) edit for focus correction areas, (4) peer edit for focus correction areas, and (5) publish to mount in our hallways.

Everyday Mathematics is a very comprehensive, elementary mathematics curriculum developed by the University of Chicago School Mathematics Project. It is published by Wright Group/McGraw Hill. The Department of Education, What Works Clearinghouse, gave Everyday Mathematics the highest rating of any published elementary mathematics curriculum.

Everyday Mathematics is distinguished by its focus on real-life problem solving. It strikes a balance between whole classroom and self-directed student learning. It also focuses on communication between home and school. Based on the NCTM National Standards, Everyday Mathematics developed six strands of knowledge for each grade level: (1) Algebra; (2) Data and Chance and Geometry; (3) Measurement; (4) Numeration and Order; (5) Patterns, Function, Sequences and Operations; and (6) Reference Frames.

Wright Group/McGraw Hill issued a press release on July 17, 2008 stating “...Taunton students continue to experience impressive test scores having recently boosted elementary math scores on the 2nd grade Stanford 9 standardized test with support from Everyday Mathematics, which was adopted by Taunton in 2001. Taunton also experiences significant gains in elementary math on MCAS earning the district the honor of being ranked 2nd in math among 22 urban school districts in the state. Taunton is one of only three urban school districts to make AYP two years in a row under NCLB.”

Hopewell is lucky to have three very talented part-time specialists who offer dynamic lessons in art, music and wellness. Whether indoors, outdoors, on our stage or within our hallways, it is a very pleasant sight to see and hear. Our phenomenal PTT organization sponsored three in-house and one out-of-school cultural activities including “Reading – A Passport for Adventure”, “Dr. Martin Luther King, Jr.”, “Young Authors Day” and “Nature & Me”. Bristol County Savings Bank, our invaluable corporate partner, sponsored field trips to “A Christmas Carol”, “Museum of Science” and “The Secret Garden”. They also support our Saturday Art and Music lessons, and our Chess Program for “veteran” and “rookie” players. Our young chess instructor is ranked as a Grand Master.

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

Harcourt-Brace has been in existence since the early 1900’s and virtually every public and private school in the nation has used instructional materials from Harcourt. Hopewell uses Harcourt as its core, reading curriculum program. The Collins Writing Program, and the Literacy Closet, are used in conjunction with the

Harcourt program, further differentiating instruction and focusing on specific skills. The Harcourt program dovetails very nicely with our early childhood Bradley Phonics Program that will be described in detail below within the next section (3).

As with Bradley, Harcourt focuses on all the primary predictors of success in learning how to read. Listed below are topics the “Trophies” series focuses on:

- phonemic awareness instruction and activities or tasks to notice, think about and manipulate sounds
- explicit, systematic phonics instruction involving word blending and decoding to translate words into speech
- fluency instruction to read with accuracy at an appropriate rate of speed with correct phrasing and intonation
- vocabulary instruction for success in reading, writing and spelling
- reading comprehension to extract meaning from what is being read as fiction or non-fiction in conjunction with what a child already knows

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

The cornerstone of everything Hopewell does to educate each of their students in all subjects is the Bradley Phonics Program. It was developed in the 1990’s by a former nun and teacher named Dr. Rose Bradley. It has become a very successful early childhood program for teaching all children to read in the early grades. One essential component of Bradley is a daily, formal handwriting lesson that also reinforces sound/symbol correlation and blending sounds into words.

The Bradley Phonics Program is a multi-sensory, systematic and explicit phonics program. The program’s two primary goals are word decoding and reading comprehension. Hopewell students are able to segment words into sounds or phonemes and blend these sounds back into words. Our kindergarten and 1st grade students readily know how to isolate sounds within words to apply phonics as a strategy for comprehending single words, phrases and sentences. By combining all of these basic skills, all of our students are then able to read, write and spell at a very early age. Bradley Phonics is a phenomenal program.

Rose Bradley was a frequent professional development presenter within the school district. Before her recent retirement, she befriended two Hopewell staff members. As a lasting gift to Hopewell, Rose Bradley provided us with the remainder of all her instructional materials. We disseminated them to our staff and the other district “Bradley” schools. It is Hopewell’s goal to make sure this incredible, phonics program continues to prosper within the district and beyond.

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

We feel the key to Hopewell’s success is the maximum use of all of our staff supplemented with the use of many college and high school volunteers. It is not uncommon to walk into any of our classrooms and not immediately know who the regular classroom teacher is. Title I reading specialists, teacher assistants, lunch/recess aides, college co-teachers and high school child care and community service volunteers are readily utilized as teacher assistants or tutors in small groups and/or one-on-one settings. It is truly a wonderful sight to see.

Another instructional hallmark at Hopewell is our differentiated approach to instruction. Through large group, small group, and individual instruction, we are able to address each student’s individual learning needs and goals. Through the use of a variety of proven instructional programs previously outlined, and a staff of professionals working together to achieve our goals, Hopewell tailors its instruction for all students.

This instruction is punctuated by our extensive, extended school day program for all of our identified “at risk” students. We not only offer them before, after and Saturday school programs, but staff members tailor individual lesson plans to their very specific needs. Another facet of our extended program is the use of

recently retired teachers in low cost or no cost tutorials. Through pre-tests and post-tests, we have proven the tremendous worth of this program by the ongoing growth of our students.

## **5. Professional Development:**

Hopewell's administration and staff has always been very interested in ongoing research on instructional methods and curriculum innovations that readily align with the state frameworks. Hopewell sends out staff "scouts" to learn from other in-district and out-of-district experts on worthy instructional methods. Staff scouts will then report back to Hopewell to instruct other staff about these methods in focus groups or during one of our three, district allotted professional development days.

The district staff administrators and coordinators have been instrumental in providing worthwhile professional development opportunities. During the other two professional development days, we have conducted K to 4th grade level data analysis to identify our weakest MCAS reporting categories in both ELA and Math. The primary tool Hopewell uses to analyze data on individual students, specific classrooms and the entire 3rd and 4th grades is TestWiz. TestWiz is an internet-based analytical program that is funded by the state of Massachusetts. It supports all of our MCAS tests allowing Hopewell to get very detailed and varied analysis on all of our 3rd and 4th graders.

Each of our grades had three teachers who worked together in one of their classrooms. Our three Title I teachers provided input to two separate grade levels each. Guidance personnel and special education staff analyzed data within our subgroups. Later each day, we met as a whole to review our weaknesses and all the instructional strategies devised by each grade level to correct them. Each group wrote out a list of narrative instructional strategies for the entire school to use.

## **6. School Leadership:**

The principal's leadership style as Hopewell's principal is one of collaboration; especially among key staff members in the school. He does not micro-manage Hopewell. Instead, he appropriately delegates specific responsibilities to many staff members within the school. His attitude in life has always been that more minds are always better than being of one mind. Listed below are some of the tasks handled by just three of his staff members:

- His administrative assistant spearheads all office operations including transportation, staffing, union issues, staff supplies and normal, day-to-day communications.
- His teaching assistant principal coordinates all before school, after school and Saturday School tutorial programs. She has also set up the chess, art and music programs.
- His guidance counselor is the group leader at all IEP and 504 accommodation meetings. She arranges most parent and public agency meetings. She is in charge of the tardiness and detention programs. She also spearheads our school-based counseling program.

On a day-to-day basis, he is a hands-on principal. You will rarely find him in his office because of his travels throughout the building getting to know all his students and trying to help all of his staff. He prides himself on the fact that he knows the vast majority of his students by name and story lines. He will do anything imaginable to help his staff, including writing staff improvement plans to make them even better teachers. We brainstorm during monthly grade level meetings. Monthly, round table staff meetings focus on topics of their interest, including open forums to discuss anything.

He attends almost all parent and staff meetings, along with all PTT and School Council meetings, and really looks forward to all school fundraisers, PTT sponsored family events and staff socials. The principal and staff have traveled to other schools to witness firsthand their best practices. Being a visual presence in the

Taunton community entails attending administrator conferences, neighborhood watch meetings, school committee sessions, municipal council meetings and civic group presentations.

As a result of our travels and meetings, Hopewell has done the following for students and staff:

- We have identified all our “at risk” students utilizing new assessment tools like DIBELS.
- We have been able to secure school district funding for all our invaluable tutorial programs.
- We have utilized the services of many high school and college tutors and parent volunteers.
- We have been able to secure private funding for a literacy closet, book purchase programs, supplemental instructional materials and chess, art and music instructional programs.
- We have piloted programs that are now exemplary instructional methods in the district.
- We have promoted exemplary professional development sessions for district personnel.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MCAS

Edition/Publication Year: 2004

Publisher: Measured Progress Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	74	71	66	0	0
% Advanced	32	15	10	0	0
Number of students tested	65	62	61	0	0
Percent of total students tested	98	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	41	58	60	0	0
% Advanced	27	4	3	0	0
Number of students tested	41	24	30	0	0
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hopewell would like to list all of its subgroups, but Massachusetts only lists subgroup scores that are 20% or more of the tested population.

Subject: Reading  
Edition/Publication Year: 2004

Grade: 3  
Test: MCAS  
Publisher: Measured Progress Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	73	73	61	50	51
% Advanced	8	13	13	0	0
Number of students tested	63	63	61	58	85
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	59	48	50	48	26
% Advanced	5	12	7	0	0
Number of students tested	39	25	30	33	35
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hopewell would like to list all of its subgroups, but Massachusetts only lists subgroup scores that are 20% or more of the tested population.

Subject: Mathematics  
Edition/Publication Year: 2004

Grade: 4  
Test: MCAS  
Publisher: Measured Progress Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	63	34	43	45
% Advanced	32	20	10	11	19
Number of students tested	60	54	58	85	70
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	61	41	21	21	26
% Advanced	13	11	12	7	7
Number of students tested	23	27	34	29	27
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hopewell would like to list all of its subgroups, but Massachusetts only lists subgroup scores that are 20% or more of the tested population.

Subject: Reading  
Edition/Publication Year: 2004

Grade: 4  
Test: MCAS  
Publisher: Measured Progress Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	74	45	36	49
% Advanced	17	7	2	2	3
Number of students tested	59	54	58	85	70
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	65	70	32	28	37
% Advanced	4	0	0	0	0
Number of students tested	23	27	34	29	27
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hopewell would like to list all of its subgroups, but Massachusetts only lists subgroup scores that are 20% or more of the tested population.