

PART I - ELIGIBILITY CERTIFICATION

11IN7

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 6300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	83	78	161
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	100	69	169		11	0	0	0
5	73	78	151		12	0	0	0
Total in Applying School:								481

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
23 % Asian
3 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
66 % White
4 % 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 2009-2010 school 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, 2009 until the end of the school year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1, 2009	483
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 28%
Total number of limited English proficient students in the school: 135
Number of languages represented, not including English: 25
Specify languages:

Arabic, Bengali, French, German, Gujarati, Italian, Japanese, Konkani, Korean, Lithuanian, Malayalam, Mandarin, Marathi, Norwegian, Polish, Portuguese, Russian, Sango, Spanish, Tamil, Telugu, Thai, Turkish, Urdu, and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 13%
 Total number of students who qualify: 65

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 59

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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>5</u>	<u>17</u>
Total number	<u>39</u>	<u>22</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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	98%	97%	98%	97%
Daily teacher attendance	95%	97%	97%	97%	97%
Teacher turnover rate	0%	2%	0%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Our records for teacher attendance have been consistent except for 2009-2010 school year. We had a teacher that needed a semester of medical leave which caused more absences along with a shorter day in their contract.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Happy Hollow Elementary School Mission Statement: 1. Teachers are committed to providing our students with a safe and enriching school environment based on the following beliefs. We believe every child is unique, can succeed, can develop a positive self-image, and can learn to accept others. 2. Our educators are committed to presenting a sound curriculum which develops strong academic skills using methods of instruction that will meet the needs of all learners, foster independence, encourage responsibility, and develop self-motivation.

Happy Hollow, a consecutive Four Star School since 2006, is a fourth through sixth grade building located in West Lafayette, Indiana adjacent to Purdue University. Our upper middle-class community provides us with many well-educated professional families. Parents are generally strong supporters of education and have high expectations for their children's achievements. We also have students that live in three apartment complexes that are government subsidized housing.

Our climate is positively affected by the diversity represented in our building. Our population includes students with physical, emotional, and academic impairments and disabilities. A full-time ELL program, resource classroom, reading specialist, and homework support room help to ensure students have a chance to perform at their best level to meet the high expectations. In addition, high behavioral expectations are met with students' safety and security as a priority so the learning environment is optimal.

The additional programs allow development of life-long skills children can use in later careers. Our students have experiences in Chess Club, F.I.R.S.T. Lego Robotics, World Languages, Science Club, school newspaper, and Student Council. Children often generate their own club ideas and find adult sponsors from our staff. They created an anti-bullying club called Fighting Injustice Together Everywhere and Almost Home Pet Club, a philanthropic organization benefiting our local Human Society.

We have collaborated with Purdue professors as they develop the new blocks, which compose Purdue's education curriculum. Pre-service students assist children in small groups and individually. Teachers in our building often collaborate with Purdue professors to create projects like E.P.I.C.S. and NSF Grants such as Visual Haptics that benefit the learning of the student and the teacher.

Our school provides students with a wealth of academic opportunities in all subject areas. In math, our Math Bowl team has placed in the state's top five for the last ten years. Two years ago they came in first. Our newly formed Math Counts team is going to compete at the state level this year. In addition, our Math League contest places us at the top, also.

Our students excel in language arts through participating in the National Spelling Bee and our Spell Bowl team has taken first in the region many years. Our students have also won local writing competitions.

For those interested in science, Happy Hollow has had twenty-five winners in the Purdue Science and Engineering Fair. Our school was also selected as the outstanding sixth grade school at the competition. Our fifth grade Bug Bowl team has taken first place the last five years. Our F.I.R.S.T. Lego Robotics team advanced to the state competition.

In the arts, our students have gone to state with our Solo and Ensemble Contest, Circle the State with Song Choir, and our Indiana Children's Choir.

Our students have been consistent state qualifiers in the National Geography Bee. Our participation in these contests demonstrates Happy Hollow's commitment to a well-rounded education.

Our teachers are willing to excel in their own level of learning. Eleven of our teachers have a Bachelor's Degree, twelve have Master's Degrees, and three have Doctorates. We have teachers who are recognized

for their academic endeavors including Presidential Awards for Excellence in Science and Math, Outstanding Science Teacher Awards, Technology Applications for People Award, and Golden Apple Award winners. Our staff has 53% with 20+ years experience, 12% with 16-20 years, 3% with 11-15 years, 19% with 6-10 years, and 12% have 0-5 years experience.

Our school houses several grant awardees. Grants such as Toyota Tapestry, SEED, Partners in Education, Gifted and Talent, and MAC allow the recipients to reach children through alternative approaches.

Our district has the first Public School Educational Foundation, a 501©3 organization. This foundation raised \$200,000 for its Secure Our Schools fundraising campaign. This achievement was a collaborative effort with students, teachers, parents, legislators, and community stakeholders. It speaks volumes about the importance of education in our community.

In October, 2010 our district approved a 5 year Strategic Plan. The main objectives are as follows:

1. By 2014 all students will experience a world-class education as measured by data driven results.
2. By 2012 we will have a viable funding plan which supports the mission of the West Lafayette Community School Corporation.
3. By 2012 we will implement an organized and systematic structure for identifying and addressing change, both internal and external.

1. Assessment Results:

Happy Hollow has a diverse population of students with multiple subgroups. Our students excel on standardized tests. The trends indicate students rank in the 90th percentile in both math and reading. Our consistency shows the strength of our programs, staff, and community. The trends of our academic achievement on the standardized test remain consistent.

Conversely our socio-economically disadvantaged population has underperformed due to a shift in growth and family dynamics. In the last 5 years, our overall population has grown by 30; 19 of which grew in this subgroup. Previously, our free/reduced families were affiliated with graduate school programs and in academically enriched households.

Currently, we're experiencing different types of families entering our school. They often don't have the financial resources and educational experiences to assist their children. They are usually transient, are deficient in primary readiness skills, and lack educational materials in their households. Our free/reduced data indicates fluctuations in the 5 year period in mathematics and reading. When they increase or decrease, it's reflected in both subject areas. In 2007-2008, our students' mathematic scores increased by 22% and reading by 6%; in 2008-2009, the mathematics scores decreased by 15% and reading by 13%; in 2009-2010 mathematics increased by 7% and reading by 1%.

Data has indicated a growing concern for this population. Due to the increase in students underperforming in this subgroup, we have implemented professional development for staff to address these concerns. We are reading Ruby Payne's book *A Framework for Understanding Poverty*. We also provide learning plans to address their needs and focus on closing the gap.

Staff will assess small group instruction for these students not mastering skills. Students' needs are met in Q.U.E.S.T (Quiet Uninterrupted Educational Study Tables) due to the low teacher-pupil ratio. This after school program addresses students struggling with academics and provides educational resources such as computers, books, and a conducive learning environment.

Another implemented program is our Food Backpack Program. In addition to healthy food, children receive a book weekly. This supplies reading materials to be accessed in homes enhancing their education.

Different forms of communication were created in order to meet the needs of this subgroup. Phone conferences and transportation options have been provided in order to empower parents in their child's education.

Another area for improvement is special education which has declined through the recent years in reading from 83%, 80%, 75%, 71%, and 70%. Over the last 5 years it has been 10% or more below the overall population. In mathematics, our special education students perform better than they do in reading. More students receive special education instruction for reading compared to mathematics in accordance to their IEP.

Many strategies are being used to improve academic achievement. Scholastic Reading Inventory is a computerized program to individually assess students' reading comprehension levels. This program allows the teacher to modify requirements enabling the students to be successful. The staff is also analyzing writing samples and looking for patterns in writing that need to be addressed through mini lessons. Behavioral and motivational charts are implemented to improve students' study and organizational skills.

An important factor in our data was in 2008-2009. Our entire student population was tested at an alternative time of the year with a new assessment tool. The testing changed from fall to both fall and spring. In 2009-2010 the testing assessments in the spring had two windows, applied and multiple choice. This change in routine created additional stress for our students and caused a 15% decreased score for special education and free/reduced students in mathematics in 2008-2009.

Another subgroup that has raised concern with data collection, in the area of reading only is our ELL students. Our school has a paraprofessional working daily with students in small groups or individually. Rosetta Stone is available for ELL students. Statistics show language development takes several years for proficiency. Our students are tested after their first year in the US. Their language, especially writing and reading, isn't fully mastered by them despite their great gains in oral and listening skills. Another challenge the staff encounters is that other countries' schools' calendars don't coincide with ours. This brings students to our school midyear with no understanding of the English language, especially the written form.

These complications affect our ELL populations' reading scores. In 2007-2008 and 2009-2010 65% and 49% passed respectively.

Due to math being internationally consistent, our ELL students' math scores are near or above the school's averages with 88% and 97%.

Indiana Statewide Testing for Educational Progress sorts students into three performance levels: did not pass, pass, and pass+. Students are tested in the subjects of mathematics and language arts for grades 3-8, social studies for grades 5 and 7, and science for grades 4 and 6. The testing occurs in early March for applied skills and late April for multiple-choice questions. More information regarding Happy Hollow's data can be found at

<http://compass.doe.in.gov/Dashboard.aspx?view=SCHOOL&val=8135&desc=Happy Hollow Elementary>. Our school will continue to strive to keep our students' scores high while addressing the needs of our subgroups. This will be a continual process, assessing and analyzing data to address the needs of all students.

2. Using Assessment Results:

Assessment data is used in multiple ways at Happy Hollow. It is critical to look at a variety of assessment tools when making decisions regarding children. Our teachers use formal and informal assessments for strategic placement into classrooms, Response to Intervention meetings, special education case conferences, parent-teacher conferences, and most recently grade level meetings to drive instructional directions.

When placing children into classrooms, there is a focus on the child's strengths and challenges. Children are placed with teachers that fit their learning styles and can accelerate them to higher levels. Teachers communicate with prior educators to maintain an educational continuum rather than experience academic setbacks at the beginning of the year. Documentation is shared from prior teachers to allow the new teacher an opportunity to get to know the child's abilities. The classroom teachers also reassess children in August to predetermine their best placement in subject areas such as math. These groups are assessed often and the groups are fluid allowing a child to get necessary support when needed as well as acceleration when appropriate.

In Response to Intervention meetings and special education case conferences, assessment is used to communicate to the staff about the child's academic needs, set new goals, and determine eligibility for services. Staff members also use the assessment as a progress monitoring tool to help with programming changes necessary to gain success.

Parents remain an integral part of the team for their children. Keeping them aware of the assessment results is important. Our teachers communicate the data and the ways parents can assist in their child's progress.

Our teachers work as a grade level team to evaluate assessment results. These meetings allow the teachers to review samples of students' work and analyze ways they can teach skills lacking in grade level data. This time is also used to explore new ways to reach struggling learners. Our teachers collaborate and use this time to exchange best practices used in their classrooms.

As Linda Suske once wrote, "All assessment is a perpetual work in progress." We must always remember assessment is on-going, varied, and gathered so we can look for ways to direct our instruction to meet our students' needs and build their essential skills.

3. Communicating Assessment Results:

Collaboration between parents, students, and the community is a vital component of a student's success. Our corporation acknowledges that fact by utilizing a variety of communication media.

Our monthly newsletter is transmitted electronically to the parents so there are a greater percentage of them receiving the information than the traditional student- delivered method. There are still families, however, that need to receive it from the teacher due to lack of technology.

Our corporation's website is another means of communicating to the parents and to the community. It not only provides a calendar of events, but also shares Happy Hollow's mission statement, our goals for the future, awards and accomplishments, newsletters, and links to contact our personnel. This site is literally communicating to anyone in our global society about our quality school system. Printed copies of the items on the site are also made available.

Parents are encouraged to visit the website, along with logging into their child's teacher's website to receive information pertinent for their classroom. With open and direct communication, the student's needs are addressed quickly. The 6th grade is piloting an online grade book for parents to view at their discretion for progress reports and report cards.

Our school's newspaper is yet another method of communicating to our students, parents, and community. It shares our goals and accomplishments. Since the students generate this media, they read it and look forward to receiving it.

Our local television station and community newspaper also send the word out to the community about our ISTEP+ scores, our awards, and special convocations. They played an integral part in our S.O.S. campaign to pass a tax referendum in order to maintain small class sizes and the retention of certified staff in special areas such as physical education, media, or the performing and visual arts.

Other means of directly communicating student performance include conferences with parents, RTI's, and IEP's. Each of these items provide the sharing of students' strengths and weaknesses. In addition, they also provide strategies for assisting the student with their challenges. Parents and teachers may also receive valuable insight on different methods of accommodating the student.

If communication in any of the three vital components breaks down, success is not as easily attainable. That is why our strategic plan states, "We will always make communication a priority."

4. Sharing Lessons Learned:

During a period of decreasing enrollment, West Lafayette School Corporation reconfigured the elementary schools. It was decided to have two K-4 elementary schools, and one school for grades 5-6. Later 4th grade was added to the 5-6 school and K-3 were merged into one. Schools around Indiana heard about this new configuration and its successes. Other schools visited our building and gathered information regarding establishing similar schools in their own corporations. Staff continually collaborated to take advantage of this unique school. Many clubs and after school programs are continually being added such as: science club, F.I.R.S.T. Lego Robotics, chess club, after school classes in World languages, Fighting Injustice Together Everywhere Club, a school newspaper, televised

academic school competitions, and a television studio. The media center focuses on books for grades 4-6, allowing for a larger number of books available for students.

Students experience a lifelong memory when at 5th Grade Camp. This consecutive 62-year program integrates many essential skills into a 2 ½ day and night field trip. Sharing lessons with both local and campsite personnel regarding this experience has been an honor. The surrounding schools contacted our staff to begin a program for their own students. The camp staff shadowed us to learn about Indiana wildlife, pond life, ecology, nature patterns, and astronomy. We caused a chain reaction of environmental awareness by sharing the uniqueness of the camp area including endangered species. They now have new programs for children to teach these important concepts.

Staff members present unique lessons for national conventions. A session on learning Earth science hands-on activities was demonstrated at the NSTA convention. At the NCTM conference, a lesson on tessellations and how to use Popsicle sticks for informal proofs was taught to fellow members. Creating a medieval unit centered on an original Mummer's play along with the reading of books about that time period was presented at the NCTE convention.

Cooperation with Purdue allows the staff to collaborate with the university. Teachers have taught classes at the university, sharing with future elementary teachers. Staff teach with Purdue professors at the university's academic summer camps. This is a great opportunity to share with other teachers from around the state, and the professors with which we work.

When Happy Hollow staff members are together with other professionals, there is a sharing of ideas and information which creates a system making education better for all students.

1. Curriculum:

Our school's curriculum is based on the Indiana Department of Education's standards. Our school uses these standards as the direction for teaching. The teachers use a variety of methods and tools to teach these standards. The teaching is driven by the standards, not textbooks, though where appropriate textbooks are used. In our search for extra materials the school team focuses on materials that reach gifted, average, and struggling students.

The use of novels allows the teaching of standards in a more relevant and integrated way. Students learn vocabulary and word recognition in a holistic approach while creating connections and applying these skills into their everyday language. This allows the entire class to have common experiences. The use of listening stations, book talks, literature circles, and individualized assessment help create an exciting classroom, independent of the student's ability.

Our writing program is based on informational, research, and persuasive topics. The students are continually writing and evaluating their work using different rubrics. The basic language conventions are used when the students edit their papers.

Math assessments are used for grouping students at their developmental level. The goal is to enrich horizontally with continued high standards for those students who need to be challenged, while bridging the gap for others. The teaching is based on the standards of number sense and computation; geometry and measurement; and algebra and functions. Visual, auditory, and kinesthetic lessons are used to improve the learning of concepts.

Our performing arts and physical education programs, like our academic programs, work to ensure student success. These programs, including band, orchestra, and choir, are highly valued by the students, staff, and the community.

A variety of two and three-dimensional media is used in our visual arts program. Fine motor skills are developed by the use of clay, weaving, and sculpting. The program looks, in depth, at objects focusing on the use of color, shadowing, and details. Emphasis is put on creative works, as this seems to be a difficult area for our students. This is accomplished through inquiry based teacher directed questions. Every project is based either on an artist or a particular art movement such as the Renaissance.

The music curriculum provides innovative ways to help students have a greater appreciation of music. The use of Orff instruments is a favorite of students. Music promotes movement in a variety of ways, sometimes through dance. Musicians who have made a difference in the world of music are highlighted. Historically significant songs are utilized to create a thematic connection to the social studies standards. Six grade students compose their own music. A musical is performed by each grade level yearly to showcase their learning.

The Happy Hollow Physical Education curriculum is a "fitness based" approach that emphasizes individual improvement rather than determining the "best athlete". Moderate goal setting, understanding basic conditioning approaches, and a positive mental attitude are all encouraged to produce the best results possible.

Six class periods are dedicated to training for the timed mile run. The mile course is a cross country style course with a big hill. Students are encouraged to set a goal before they begin this unit. The child's personal best is encouraged and data is collected yearly to show individual growth. In 2008 and 2010 100% of our students completed the mile at their own pace without walking.

The PACER is a multistage fitness test adapted from the 20m shuttle run test published by Leger and Lambert. The test is easy at the beginning and gets harder. The pre-test is administered in November and the post-test in April/May.

We continue to utilize the Fitness Center in physical education and during lunch recess. This center was made available through a grant. Students perfect their station skills, improve their strength, and build cardiovascular fitness. Stations include Total Gyms (6), water rowers (5), bikes (4), elliptical trainers (2), Dance-Dance Revolution (4), dumbbell weights, jump ropes, Wii system, and hula-hoops.

Our goal is that the students are well rounded and able to compete in a global society. Sara Lim writes: "Looking back at my years at Happy Hollow Elementary, I realize what a big impact those three years had on my life, ultimately shaping me into the person I am today.

My Happy Hollow years taught me the importance of money, thanks to mini economy, how to work together to achieve a goal with the Math Bowl team, and how to be a student leader in the student council. I also got the opportunity to begin my two instruments, the cello and the oboe. Starting these instruments in fifth grade paved the way for my success in the top band at the high school as well as becoming a private lesson instructor myself.

All of these things played a major role in my life, but probably the most important things I learned as a Happy Hollow Hawk are the hundreds of life-lessons. I learned to become my own person and not worry about what others wanted me to be. I learned to always respect others, and I learned if I put my mind to something I could achieve it.

Now as a high school senior, I can look back at my years at Happy Hollow and truly appreciate all the time and effort that was put into my life to make sure it started on the right track."

2. Reading/English:

Happy Hollow's reading curriculum is multi-faceted. Even though the same standards are taught in each classroom, the means by which they are taught may vary. Teachers are given the autonomy to develop teaching methods and strategies that best fit needs of the students.

Grade levels have adopted a basal reading series, but the vast majority of reading instruction is through novels. Through novels, students are engaged than when reading a condensed version of a story. All classrooms have access to sets of novels, which they may read together, and small sets of novels that lend themselves to literature circles. The classroom teachers have developed their own materials and projects that accompany each novel. It is through these materials that the fundamental reading skills are developed. Response to reading journals, reading logs, and reading projects are common.

The Scholastic Reading Inventory (SRI) and Scholastic Reading Counts (SRC) programs are our major tools, which, in tandem, monitor reading comprehension. The SRI is a computer assessment program that measures reading comprehension on a Lexile Framework for Reading scale. This test is administered to every student at the beginning of the year. Any student who scores below grade level is given additional help in one of many ways: (1) through one-on-one or small group instruction regularly with our certified literacy specialist or ELL paraprofessional, (2) through modified instruction in our resource room as stipulated by an IEP, or (3) Section 504 goals. At the end of the year, every student is evaluated again. Students who did not show one year's growth are earmarked for further study. Data driven decisions provide curriculum changes needed with programming.

The SRC program is the other part of the comprehension equation. Computer generated tests for about 50,000 books are available for students. All students have a reading goal based on or above their Lexile and the point value for each book they read. Since the program can be individualized, ALL students experience success and can progress at their own pace.

Happy Hollow has a library of approximately 18,000 items, with all materials focused on students in grades 4-6. The library includes electronic media as well as print materials.

Every attempt is made to make reading a priority at Happy Hollow. At our school, "Reading is cool!"

3. Mathematics:

At Happy Hollow, our school's curriculum emphasizes the importance of mathematics at all stages of development. It is our mission to take students from their starting point and move them upward.

Students that are performing below grade level are identified through various ways ranging from ISTEP+ scores, to RTI's, IEP's, and beginning of the year placement tests. Our school places these students in an environment where the student to teacher ratio is considerably lower, so they receive the individual attention they need. These rooms include the following: Q.U.E.S.T., Homework Club, the Resource room, and even the student's homeroom. More attention is focused on concrete/hands-on activities. Once understanding occurs, the concept is transitioned to the abstract level. Having smaller teacher to student ratios in these rooms is key to making this happen.

Students performing at grade level are challenged through their homeroom teacher's differentiated learning techniques. Our recent textbook adoption choice supports this philosophy by providing challenging "real world" problems at all stages.

The high performing students are selected through the use of assessments like, ISTEP+, last year's math grades, beginning of the year tests, and problem solving capabilities. Then, they are placed in classes that allow them to delve deeper into a topic and even develop their own algorithms to solve problems. Students performing 2 or more grade levels above their peers are enrolled in an online math program called "ALEKS."

Our school community appreciates the importance of math, as well, by enrolling students in KUMON. Our bus program even has a special route for them.

This ongoing drive for improving math abilities is also reflected in our school's extra-curricular activities. A Math Bowl team, comprised of 16 students, grades 4-6, competes at a regional level where their total is sent to the state. They then are ranked statewide. Our teams have been in the top 5 within the last 10 years. All grade levels compete in the Indiana Mathematics League contests and have been equally successful. This year, the 6th grade entered MATHCOUNTS for the first time and will participate on March 12th, for the state level competition!

Due to our school working with students at their individual levels and moving them forward, an environment of "Math is Cool" exists. Where else would you find 96 students taking an hour-long test, after school, to make a team!

4. Additional Curriculum Area:

Recognizing the importance of experiences in science promotes students' problem-solving and critical thinking skills which empower them to participate in an increasingly scientific and technological world. Our teachers are committed to teaching inquiry-based science.

Our students learn best when they are engaged in first-hand explorations and investigations. A look inside a fourth-grade classroom finds students analyzing graphed data that compares benefits of feeding rats nutritional or "junk" food. Fifth-graders travel to the stars in StarLab, a portable planetarium, while sixth-graders prepare for their annual Invention Fair.

Science skills are taught to help students become life-long learners. Our school provides a unique three day overnight environmental education camp experience for our fifth-grade students. During this camp

our students learn to identify birds, trees, and wildflowers of Indiana. They also investigate ecological systems and observe patterns in nature. Our science enrichment and discovery activities include field trips to the Indiana Dunes for investigation of shoreline processes and observation of the migration of the Sandhill Cranes. Locally, our students engage in studying erosion and investigate micro-invertebrates at a bog. In addition, on-line videos and fieldtrips allow students to learn from experts around the world. Our students follow online expeditions such as the arctic to study global warming on the USS Healey.

Our connection with Purdue University allows our students to participate in an ongoing study of how haptic devices, which provide a sense of touch to online activities, could improve student understanding of invisible forces such as nanotechnology, magnetism, and buoyancy. Sixth grade students also create projects for Purdue's Science Fair. In science, technology is integrated in "real world" ways. Technology is used to gather data for experiments. Scientific probes, meters, and digital scales are used to collect data that is organized on spreadsheets and used to make charts and graphs to analyze the information. Our school's seismograph is connected to our website which allows instant access to witness earthquake events as they occur around the world in real-time.

Our students also produce content for others by making their own videos, web pages, and slide shows. Students create VoiceThreads to teach first graders in another city about science. These students can respond to the lessons creating conversations about science. Online resources such as classroom websites, Groliers Online, Inspire.net, and The K-12 Teaching and Learning Center provide safe sources of learning at school and at home.

At Happy Hollow Elementary School, learning science is doing science.

5. Instructional Methods:

When a student demonstrates that s/he is not meeting grade-level expectations in any academic content area or in any auxiliary skill area (such as behavioral development, activity/work planning, assignment organization or completion, etc.), a variety of differentiated instruction techniques are used to help the student. Differentiated instruction techniques are based on the assessment of the student's individual need areas. When the need for individualized instructional techniques arises, the techniques are usually developed and implemented first by the classroom teacher, through "informal" consultation, with the student's parents, or colleagues.

If the initial instruction modifications fail to improve the student's performance within a reasonable period of time, the teacher may request a more formal consultation with support professionals: remediation specialists/interventionists, psychological services, LEP paraprofessional, OT consultation, speech language pathologist, special education teachers, the principal, or counselor.

Formal consultation includes a wide variety of differentiated instructional techniques which are developed and implemented, often written into a plan known as a Response to Instruction (RTI) plan. The RTI team is composed of general education teachers, specialists, principal, parents, and counselor. This group creates an individual plan to address the challenges that hinder academic, social, and emotional success in school.

When areas of need are targeted, evidence-based strategies for differentiated instruction are developed and implemented by staff working with the students. Some of the current testing accommodations include providing alternative, distraction-free areas and providing additional time. Other accommodations could include providing small group/individual instruction at the student's level in math and reading, providing student-specific feedback, and, if the student doesn't request help, the teacher initiates support.

Many behavioral strategies are currently in place for students who require differentiated instruction in order to develop grade-level performance in planning, organization, motivation, and task completion. Some of these strategies include: peer and adult support for completion of assignment notebook and dismissal procedures, the provision of checklists for home and school, use of timers, writing aids and other external cues, establishment of communication procedures between teachers/student/parent, teach

study skills, and procedures to develop daily school routines.

A triangular approach is used at school in meeting out students' needs: parents, students, and staff.

6. Professional Development:

Professional development is critical to the success of the school. Teachers can maintain strategies necessary for their students' progress through trainings and updates in best practices.

Our school uses the majority of our professional development time with improving writing with our students. We have worked with Tammy Younts, a former Purdue Literacy Collaborative instructor who now works in a classroom. Her instructional methods included using texts from children's literature to model good writing. The process of writing is ongoing and children meet individually with the teacher to conference about their work. The lessons are matched to the child's specific areas for improvement. The mini lessons taught to the entire class are standard based and key into strategies children use to enhance their writing such as including the author's voice in their papers.

The teachers at Happy Hollow are also meeting as grade levels to look at children's writing assessment samples. By using the data to look for patterns in our students' work, focus can be more on their academic needs. The primary goal is for our staff to know the strengths to elaborate and the challenges to overcome with the students' writing. Modeling effective writing with the entire class allows the teacher to demonstrate the thinking process that creates a final product.

Another area our school has been working to improve is bullying. Our school had parent and child convocations to work on bullying. Two guest speakers were present to teach children skills to stop bullying while working with parents in another room to look for patterns that can alert grown ups to concerns regarding this matter. Similarly, an FBI agent and police officer presented cyber safety to our staff and parents. This information was for adults only since the material was explicit, however, a modified version of this information will be shared with children next week.

Our new teachers work with administrators to adjust to their new school. The goal is to maintain the high level of performance in the classrooms while helping the new staff with their own challenges through their first two years.

The teachers realize the changing population at Happy Hollow has included a higher level of free and reduced children. A Ruby Payne book study of The Framework for Understanding Poverty is our next professional development area. Our staff will be reading, discussing, and implementing strategies for working well with students in poverty. Our goal is to find new approaches to building those students' skills to higher levels.

To advance the use of technology, each grade level teacher reviews software, then shares the applicability with colleagues.

7. School Leadership:

Principals can gather books about educational leadership. They can study lists of guidelines, standards, principles, and theories. The best administrators and the worst administrators can all ace exams in their graduate classes. However, more effective principals DO more, rather than KNOW more.

One key component for the administration at Happy Hollow is to create a positive learning environment. The staff collaborates to build respect with one another, with children, and with other stakeholders such as parents. A welcoming feeling is what we strive to model for our students. It begins with the administration. Having an open door policy promotes collaboration and communication. It could be described as the principal's working relationship with all aspects of the school. If the principal's relationship is positive, it creates a climate with a positive impact on several other aspects of an effective school.

Effective leaders hire the best teaching candidates and continue to develop the school's staff. They know great teachers make outstanding schools. The quality of the school is never about programs, but rather the people. The administration must continue to look for professional development opportunities that are pertinent to the challenges teachers face in the classroom. Continuing to learn about the students entering our school and best practices that reach their needs will help our students continue to succeed.

Another role of the principal is to keep the focus on education and school improvement. As an instructional leader in the building, it is important that the principal look at school-wide data and analyze results with staff. The data then drives our instruction. Additionally, resources needed are pursued through grants, awards, and donations.

Adapting goals and visions for the school which meet the student population's needs is an important role of the administrator. Continual flexibility in instructional design is critical as global expectations for children vary for the future. All decisions are always based on what is best for children to promote their success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass +	66	62	28	30	36
Pass and better	97	95	94	90	92
Number of students tested	154	156	145	135	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	1
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass +	57	6	13	6	26
Pass and better	87	82	88	73	68
Number of students tested	23	17	16	18	19
2. African American Students					
Pass +			20		
Pass and better			90		
Number of students tested			10		
3. Hispanic or Latino Students					
Pass +					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass +	42	24	23	25	17
Pass and better	75	77	91	70	75
Number of students tested	12	17	22	20	24
5. English Language Learner Students					
Pass +	73	42	0	10	
Pass and better	100	95	100	80	
Number of students tested	11	19	12	10	
6. White					
Pass +	69	61	25	30	31
Pass and better	99	95	93	92	92
Number of students tested	101	97	96	102	119
<p>NOTES: In 2008-2009 the testing period changed to the spring from the fall. The testing format changed also. The new publication date was 2011 by CTB McGraw-Hill LLC. It remained as the ISTEP+ testing. We used to take the test in one testing window, but it has become two testing windows: applied and multiple choice. The format on this chart does not allow me to select two months for testing, but our students test in March and again later in April.</p>					

11IN7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass +	44	48	25	29	31
Pass and better	95	92	91	88	93
Number of students tested	154	156	145	135	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	1
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass +	22	6	13	17	16
Pass and better	83	65	69	73	79
Number of students tested	23	17	16	18	19
2. African American Students					
Pass +			10		
Pass and better			80		
Number of students tested			10		
3. Hispanic or Latino Students					
Pass +					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass +	17	18	14	10	13
Pass and better	94	89	73	80	84
Number of students tested	12	17	22	20	24
5. English Language Learner Students					
Pass +	9	5	0	0	
Pass and better	64	58	83	30	
Number of students tested	11	19	12	10	
6. White					
Pass +	51	47	26	30	32
Pass and better	95	93	92	93	94
Number of students tested	101	97	96	102	119
<p>NOTES: In 2008-2009 the testing period changed to the spring from the fall. The testing format changed also. The new publication date was 2011 by CTB McGraw-Hill LLC. It remained as the ISTEP+ testing. We used to take the test in one testing window, but it has become two testing windows: applied and multiple choice. The format on this chart does not allow me to select two months for testing, but our students test in March and again later in April.</p>					

11IN7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass+	69	52	54	53	56
Pass and better	95	95	95	95	95
Number of students tested	160	155	139	175	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass+	29	22	29	40	17
Pass and better	91	79	100	87	84
Number of students tested	21	23	14	15	12
2. African American Students					
Pass+					
Pass and better					
Number of students tested					
3. Hispanic or Latino Students					
Pass+					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass+	13	33	47	17	62
Pass and better	80	76	82	87	93
Number of students tested	15	21	17	23	13
5. English Language Learner Students					
Pass+	71		37		
Pass and better	100		84		
Number of students tested	14		19		
6. White					
Pass+	68	50	53	51	54
Pass and better	96	96	94	97	96
Number of students tested	105	105	102	126	107
<p>NOTES: In 2008-2009 the testing period changed to the spring from the fall. The testing format changed also. The new publication date was 2011 by CTB McGraw-Hill LLC. It remained as the ISTEP+ testing. We used to take the test in one testing window, but it has become two testing windows: applied and multiple choice. The format on this chart does not allow me to select two months for testing, but our students test in March and again later in April.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass+	52	35	19	27	30
Pass and better	88	87	90	89	95
Number of students tested	160	155	139	175	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass+	19	9	21	20	0
Pass and better	62	52	92	80	83
Number of students tested	21	23	14	15	12
2. African American Students					
Pass+					
Pass and better					
Number of students tested					
3. Hispanic or Latino Students					
Pass+					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass+	13	19	12	4	8
Pass and better	53	62	77	78	85
Number of students tested	15	21	17	23	13
5. English Language Learner Students					
Pass+	14		0		
Pass and better	43		53		
Number of students tested	14		19		
6. White					
Pass+	50	31	19	28	31
Pass and better	91	93	94	93	95
Number of students tested	105	105	102	126	107
<p>NOTES: In 2008-2009 the testing period changed to the spring from the fall. The testing format changed also. The new publication date was 2011 by CTB McGraw-Hill LLC. It remained as the ISTEP+ testing. We used to take the test in one testing window, but it has become two testing windows: applied and multiple choice. The format on this chart does not allow me to select two months for testing, but our students test in March and again later in April.</p>					

11IN7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass+	61	57	53	56	45
Pass and better	97	96	96	94	93
Number of students tested	170	137	178	154	143
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass+	30	29	26	9	18
Pass and better	87	72	89	54	83
Number of students tested	23	14	19	11	17
2. African American Students					
Pass+	18		0		
Pass and better	82		60		
Number of students tested	11		10		
3. Hispanic or Latino Students					
Pass+					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass+	37	27	25	45	20
Pass and better	95	72	96	100	67
Number of students tested	19	11	24	11	15
5. English Language Learner Students					
Pass+	75		50	10	
Pass and better	92		80	80	
Number of students tested	12		10	10	
6. White					
Pass+	57	56	48	56	43
Pass and better	99	97	98	98	93
Number of students tested	113	102	127	104	110
<p>NOTES: In 2008-2009 the testing period changed to the spring from the fall. The testing format changed also. The new publication date was 2011 by CTB McGraw-Hill LLC. It remained as the ISTEP+ testing. We used to take the test in one testing window, but it has become two testing windows: applied and multiple choice. The format on this chart does not allow me to select two months for testing, but our students test in March and again later in April.</p>					

11N7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass+	49	39	22	30	30
Pass and better	89	91	91	92	94
Number of students tested	170	137	178	154	142
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass+	22	14	11	0	0
Pass and better	70	78	74	64	76
Number of students tested	23	14	19	11	17
2. African American Students					
Pass+	18		0		
Pass and better	63		60		
Number of students tested	11		10		
3. Hispanic or Latino Students					
Pass+					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass+	21	9	0	9	13
Pass and better	74	64	75	82	80
Number of students tested	19	11	24	11	15
5. English Language Learner Students					
Pass+	8		0	0	
Pass and better	41		60	30	
Number of students tested	12		10	10	
6. White					
Pass+	50	42	21	29	35
Pass and better	97	93	93	97	95
Number of students tested	113	102	127	104	110
<p>NOTES: In 2008-2009 the testing period changed to the spring from the fall. The testing format changed also. The new publication date was 2011 by CTB McGraw-Hill LLC. It remained as the ISTEP+ testing. We used to take the test in one testing window, but it has become two testing windows: applied and multiple choice. The format on this chart does not allow me to select two months for testing, but our students test in March and again later in April.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass+	65	57	45	46	46
Pass and better	96	95	95	93	93
Number of students tested	484	448	462	464	454
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass+	39	19	23	18	24
Pass and better	79	78	93	71	87
Number of students tested	67	54	49	44	48
2. African American Students					
Pass+					
Pass and better					
Number of students tested					
3. Hispanic or Latino Students					
Pass+					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass+	31	28	32	29	33
Pass and better	84	75	90	86	78
Number of students tested	46	49	63	54	52
5. English Language Learner Students					
Pass+	73		29		
Pass and better	97		88		
Number of students tested	37		41		
6. White					
Pass+	65	56	42	46	43
Pass and better	98	96	95	96	94
Number of students tested	319	304	325	332	336
NOTES: Our African American, Hispanic, and some of ELL populations were not able to be figured due to no data reported for subgroups that have less than 10. We had to average our own totals and with two grade levels missing overall totals, we didn't want to skew the results.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
Pass+	48	41	22	29	30
Pass and better	90	90	91	90	94
Number of students tested	484	448	462	464	454
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass+	21	10	15	12	5
Pass and better	72	65	78	72	79
Number of students tested	67	54	49	44	48
2. African American Students					
Pass+					
Pass and better					
Number of students tested					
3. Hispanic or Latino Students					
Pass+					
Pass and better					
Number of students tested					
4. Special Education Students					
Pass+	17	15	9	8	11
Pass and better	70	71	75	80	83
Number of students tested	46	49	63	54	52
5. English Language Learner Students					
Pass+	10		0		
Pass and better	49		65		
Number of students tested	37		41		
6. White					
Pass+	50	37	22	29	33
Pass and better	94	90	93	94	95
Number of students tested	319	304	325	332	336
NOTES: Our African American, Hispanic, and some of ELL populations were not able to be figured due to no data reported for subgroups that have less than 10. We had to average our own totals and with two grade levels missing overall totals, we didn't want to skew the results.					

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