

REVISED 3/10/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name: Sleepy Hollow Elementary School
(As it should appear in the official records)

School Mailing Address: 3435 Reeder Drive
(If address is P.O. Box, also include street address)

Amarillo Texas 79121-1522
City State Zip Code+4 (9 digits total)

County: Randall State School Code Number: 188-901-140

Telephone: (806) 354-4650 Fax: (806) 354-5079

Website/URL: www.amaisd.org/shollow E-mail: doneice.ray@amaisd.org

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

(Principal's Signature) Date _____

Name of Superintendent: Mr. Rod Schroder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Amarillo Independent School District Tel. (806) 326-1015

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Mr. Jim Austin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 36 Elementary schools
 10 Middle schools
 0 Junior high schools
 5 High schools
 1 Other - North Heights Alternative Campus
- 52 TOTAL
2. District Per Pupil Expenditure: \$6,720
- Average State Per Pupil Expenditure: \$8,916

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. 15 Number of years the principal has been in her/his position at this school.
- NA 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	0	0
K	22	42	64	8	0	0	0
1	32	14	46	9	0	0	0
2	33	35	68	10	0	0	0
3	36	24	60	11	0	0	0
4	34	38	72	12	0	0	0
5	34	35	69	Other	2	2	4
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							383

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>83</u> % White |
| <u>1</u> % Black or African American |
| <u>8</u> % Hispanic or Latino |
| <u>8</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

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

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

[This rate should be 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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	389
(5)	Total transferred students in row (3) divided by total students in row (4)	.07
(6)	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: <1 %
1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Vietnamese

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 32

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

10. Students receiving special education services: $\frac{10}{38}$ %
38 Total Number of Students Served

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>10</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 9</u> Specific Learning Disability
<u> 1</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1</u>	<u> 1</u>
Classroom teachers	<u>20</u>	<u> 0</u>
Special resource teachers/specialists	<u> 5</u>	<u> 3</u>
Paraprofessionals	<u>11</u>	<u> 0</u>
Support staff	<u> 0</u>	<u> 4</u>
Total number	<u>37</u>	<u> 8</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 15:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	94%	95%	96%	97%
Teacher turnover rate	19%	7%	7%	7%	13%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III – SUMMARY

Sleepy Hollow Elementary School opens its doors each morning to approximately 400 smiling, eager children in kindergarten through fifth grade. As children make their way to the cafeteria for morning activities, staff members greet them warmly, anxious to begin the daily job of challenging and enriching their learning experiences. Visitors sense a real team effort and notice that everyone is here to help children. Parents are welcome anytime and can be seen each morning preparing to volunteer, visiting with teachers, or simply telling their children to “have a great day.” One parent expressed it this way, “Sleepy Hollow Elementary School is my child’s second family. Caring, concerned teachers, involved parents, personally-involved administrators – these things make Sleepy Hollow our school.”

The school was built in 1980 and is located on a spacious lot with an adjoining city park in southwest Amarillo. Children can be seen actively playing football, soccer, T-ball, basketball, exploring the 16’ x 24’ map of the United States, or playing on the colorful playground equipment. The gymnasium proudly displays the message, “Sleepy Hollow Elementary School – Home of the Horsemen.” Homes and apartments of middle to upper socio-economic families surround the school. The student population is made up of mostly white children with the next largest groups being Hispanic and Asian. African American children make up a smaller percentage. Sleepy Hollow is one of two campuses in the district that houses a program for Autistic children. The school community seizes the opportunity to learn from individual differences and values the potential for success for all students.

Traditionally, Sleepy Hollow has been a source of pride for the community. “Sleepy Hollow Elementary School sets the standard for all elementary schools in Amarillo Independent School District. We’re the leader in technology, academic achievement, and parent involvement,” states one involved parent. He continues, “One of the reasons we chose to build our home in the Sleepy Hollow area is because of the reputation of this excellent elementary school. We knew of the accolades of this fine school long before our children were born. Our expectations have been met and exceeded by the superior staff, PTA, and exemplary reputation of this school.” A strong tradition of academic achievement promotes Sleepy Hollow as a school with a legend of excellence.

Sleepy Hollow staff embraces a common mission of engaging all students in authentic learning experiences that result in high achievement. Each staff member accepts responsibility for the success of the students. All decisions are screened through this mission, a shared vision, and values. It is the school’s unified commitment to provide students opportunities to be successful with ongoing support and an understanding of individual differences. In addition, Sleepy Hollow supports the collective goal of ensuring that students are provided an educational environment that nurtures positive growth in social and emotional behaviors and attitudes.

Exceptional student achievement is demonstrated by unwavering, outstanding student performance on the state test, the Texas Assessment of Knowledge and Skills (TAKS). Student scores are consistently higher than district and state averages. The focus on academic success for all students is the primary goal; however, the school supports extracurricular opportunities for the development of each child’s interests and skills. After school Art Club, Young Discoverers’ Science Club, Horsemen Chorale Honor Choir, scouting, community service, and physical development through team participation allow students to enrich their school experience. In addition, the Sleepy Hollow staff members are aware of and pay close attention to continued and improved parent communication, student safety, and changing technology. It is this consistent commitment to educating the individual and community service that makes Sleepy Hollow a thriving place of learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The State of Texas' accountability system is based on the Texas Assessment of Knowledge and Skills (TAKS). At the elementary level, testing begins in third grade in the areas of reading and math. At the fourth grade level, reading and math testing continues with the addition of a written language assessment. Fifth grade students are assessed in reading, math, and science. The State of Texas aligns the Texas Assessment of Academic Knowledge and Skills (TAKS) assessments with the state-mandated curriculum, Texas Essential Knowledge and Skills (TEKS). The Texas Education Agency (TEA) compiles each school's assessment results annually and reports are available online at <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html>. These reports show a comparison of performance, by subject, for the state, district, and campus. Scores are disaggregated by ethnicity, and socio-economic level. Performance standards are set by the State of Texas, and reports indicate the percentage of students scoring in the "Met Standard" category or the higher achievement category of "Commended Performance."

The highly-trained Sleepy Hollow faculty analyzes the TAKS by examining school-wide results. Looking for trends across content areas, goals are established based on this detailed analysis. Teachers then work by grade level to identify specific needs for their grade/content area. Collaboration continues throughout the school year to evaluate progress on school goals. The next level of analysis involves closely examining each individual student's test results. Classroom teachers carefully view each objective and analyze strengths and areas for concern for each child. Strategies and interventions are then put in place to help students improve. Sleepy Hollow strives to help each student reach the Commended Performance level on each assessment.

Sleepy Hollow has been recognized by the Texas Education Agency as an "Exemplary" campus for high performance on the state accountability system. When analyzing the Texas Assessment of Knowledge and Skills for all students over the last three years, third grade reading scores are consistently 100% in the category of Met Standard. We are extremely proud that the students in third grade increased in the Commended Performance category from 39% in 2002-2003 to 81% in 2004-2005. This increase demonstrates that strategies developed by teachers help students achieve at a higher level. Likewise, the number of students in fourth and fifth grades increased in the Commended Performance category in reading. Fourth grade students, previously at 38% in 2002-2003, increased to 62% in 2004-2005. Fifth grade increased from 39% Commended Performance in 2002-2003 to 57% in 2004-2005. On the fifth grade reading assessment in 2004-2005, both white and Hispanic students' Met Standard score was 100%. It is notable that the Hispanic students outscored the white students in the Commended Performance category by 14 percentage points. Math scores on the state assessment system have been equally impressive. Sleepy Hollow's disaggregated math scores reveal that all groups of students, regardless of their ethnicity or socio-economic level, achieved at least 98% or above on the 2004-2005 TAKS assessment.

Following students longitudinally, third graders in 2002-2003 scored 100% in the Met Standard category on the reading assessment and continued to score 100% as fourth graders in 2003-2004 and fifth graders in 2004-2005. Their Commended Performance scores rose from 39% in 2002-2003 to 44% in 2003-2004 and 57% in 2004-2005. In the area of math, the same group of students received 99% in the Met Standard category in 2002-2003, and then maintained 100% during fourth and fifth grade. The Commended Performance category increased from 33% to 64% by the time they reached fifth grade. Sleepy Hollow's dedicated faculty, involved parents, and conscientious students work hard to ensure that test scores reflect an academic emphasis of continuous growth where no child is left behind.

2. Using Assessment Results

Data provided from the Texas Assessment of Knowledge and Skills (TAKS) is only one of the tools used to adjust teaching strategies and improve student learning. The annual TAKS scores are carefully analyzed in several ways: school-wide trends in each subject area, grade level improvement from year to year, longitudinal tracking of groups of students, and individual student results. The Campus Improvement Plan becomes a planning document to record school-wide goals and develop intervention strategies for greater student achievement.

The Sleepy Hollow faculty believes that ongoing formal and informal assessment of student progress is critical to success. Teachers utilize assessment results to examine student performance and to direct instructional decision-making. Student learning is monitored frequently by the use of multiple assessment tools and methods. Assessment is not one event, but an ongoing process. As a new school year begins, teachers gain an understanding of every student based on their prior performance and meet to discuss each student's academic history. District-provided and teacher-made assessments are used along with informal tools, such as observation. In addition, teacher-student conferences allow students to work with the teacher to determine areas for improvement and set goals.

Monitoring student progress of the district's written curriculum, District Standards, is extremely important. Unlearned material and unattained skills interrupt future progress for students. Common assessments across a grade level allow teachers to compare and monitor student progress. Teachers then have an opportunity to share ideas as they analyze students' progress and compare results from other students taking the same assessment. Through collaboration, teachers adjust their teaching, and share their effective strategies with colleagues. At the heart of Sleepy Hollow's teaching and learning is the belief that students succeed when dedicated teachers monitor student progress through ongoing assessment and collaborate for their future success.

3. Communicating Assessment Results

Sleepy Hollow is committed to working with parents and the community for the success of all students. Of course, the local media understands the community interest in school performance and diligently reports the results of the annual Texas Assessment of Knowledge and Skills (TAKS) to the community. Student Honor Roll lists are also published each six weeks in the local newspaper. Additionally, each January, the Texas Education Agency's School Report Card is sent home to every parent and/or guardian in the school. This annual campus report card includes disaggregated scores of state testing and attendance data along with other pertinent information. It is available online at <http://www.tea.state.tx.us/taa/perfreport121505.html>.

Keeping parents informed is an integral part of Sleepy Hollow Elementary School. Formal communication includes a progress report every three weeks and a report card each six weeks. In addition to this written communication, administrators, teachers, and professional staff members are always available for conferences. Parents are informed when new assessment data is available and they are encouraged to schedule conferences to discuss their child's results. Frequent informal chats between parents and teachers are common and valued. Teachers and administrators want parents to know they are welcome participants in their child's learning experiences.

Monthly newsletters are sent home, along with frequent "Keeping Parents Posted" notes from the office. Technology is also used to boost home and school communication. For example, teachers' email addresses are published to facilitate parent communication. Websites, both district and campus, also provide assessment information. Communicating with students concerning their performance is a standard classroom practice. Teachers reserve time for student conferences, allowing students to analyze their performance on assessments and set goals for their improvement. Communicating and celebrating student success is a natural part of what is done every day at Sleepy Hollow.

4. Sharing Success

Sleepy Hollow's reputation in both the local and surrounding communities is one of a school that cares about student success. Classrooms are frequently visited by teachers from other schools that are looking for new ideas and observing best practices. Visitors are inspired by watching innovative teachers at work. Teachers will continue to open their classrooms and share ideas with other professionals. Many of our highly-trained teachers are asked to share their expertise at local workshops, including district, regional, and state conferences. This is an honor and a privilege that will be continued.

The faculty recognizes the importance of forming meaningful partnerships with educational institutions, businesses, and other community groups. Student teachers, practicum teachers, and education majors from West Texas A&M University observe and learn in classrooms. Many community partnerships result in professional businesses providing classroom presentations. The opportunity to have business partners in classrooms establishes an excellent relationship with the community. These partners often "spread the word" of the outstanding curriculum and teacher strategies that are provided for all students at Sleepy Hollow.

Collaboration is a strong tool that is used to share success with others. The district is divided into four clusters. Sleepy Hollow, along with six other elementary schools, sends students to one of two middle schools and eventually the same high school. Cluster grade levels have established a system of collaboration where all schools can share their successes. Sleepy Hollow has had the privilege of sharing ideas and successes, as well as learning from others in this cross-cluster collaboration model.

Sleepy Hollow is committed to professional growth. Professional development is ongoing, relevant, and embedded in classrooms, so that all students have the needed support to succeed at high levels. Sleepy Hollow continually shares success and seeks ideas from other successful schools.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Overview

The school's commitment to engage all students in learning experiences that result in high achievement fuels Sleepy Hollow's in-depth curriculum and authentic instruction. The starting point of the curriculum is the state's Texas Essential Knowledge and Skills (TEKS). The TEKS can be found online at <http://www.tea.state.tx.us/teks/index.html>. Sleepy Hollow teachers, along with other Amarillo Independent School District teachers, align and organize TEKS objectives into District Standards. Instruction of the District Standards at Sleepy Hollow is extended and exceeds the required curriculum.

Instruction in language arts includes Readers Workshop, Writers Workshop, word study, and integrated content to support the development of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Student opportunities include cross-curricular and direct instruction, as well as time for self-selected reading and writing. On any given day, in any classroom, visitors can observe students participating in Readers Theatre, literature circles, author studies, and meaningful writing. Teachers specifically design instruction to meet the unique needs of students with diverse abilities, and regularly integrate those lessons into the curriculum.

Sleepy Hollow's established math problem-solving model encourages students to investigate, question, discover, and apply a variety of strategies to solve real-life problems. Student understanding deepens in the following strands: number operation and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics; underlying processes; and mathematical tools. Hands-on experiences, manipulatives, and technology support student learning.

The same inquisitive child who measures his foot in kindergarten later becomes a self-assured fifth grader confidently contrasting his own height to that of a blue whale.

Sleepy Hollow's science curriculum fosters exploration, inquiry, and critical thinking. Students are immersed in the scientific process inspiring discovery of their world. From inspecting a simple blade of grass under a microscope to dissecting owl pellets, the mystery of science unravels. Teachers guide students through the nature of science, as well as the study of life, earth, and physical sciences.

History, geography, economics, cultures, government, and citizenship come alive by challenging and involving students in an abundance of social studies activities. Students organize and conduct school-wide voting in conjunction with state and federal elections. The third graders create a wax museum highlighting historical figures. Alamo Diaries, resulting from the study of Texas History, are written and presented by fourth graders. The student-staffed branch of Happy State Bank, which is located on our campus, further facilitates the study of economics. The social studies curriculum empowers students to participate productively in their community and the world.

The learning experiences students derive from music, art, and physical education support the commitment to educating the whole child. At Sleepy Hollow, the foundation of the vocal music program comes from the methods of Zoltan Kodaly. The Kodaly method is a child-centered, activity-based method of teaching children how to read and write music using the folk songs of the culture, as well as the best in traditional and classical music. Instrumental music is offered by a music specialist for further enrichment. In addition, art instruction is integrated into all subject areas. Students are encouraged to be risk-takers and appreciate the opportunities to express themselves creatively through various mediums of art. Student work is honored annually through local museum displays, PTA Reflections program, and other state contests. Students continue their social development through physical activities that instill a lifelong goal of health and wellness.

Ultimately the high expectations and standards for all students prepare them both academically and socially. Embedded within the curriculum is a strong foundation of character education. Sleepy Hollow embodies the character values of compassion, responsibility, integrity, trustworthiness, perseverance, honesty, fairness, and self-discipline, creating a legend of excellence.

2. Reading Curriculum

Teaching what is essential to the child as a learner is the focus of Sleepy Hollow's reading curriculum. The caring staff takes children from where they are to where they need to go. What matters most is nurturing curiosity and eagerness within learners, ensuring they become critical thinkers, and affluent users of language. Therefore, our comprehensive literacy approach is a balance of word study, modeled reading and writing, shared reading and writing, and guided reading and writing. The ultimate goal is to teach children that reading is thinking. As students engage in text, teachers ask them to generate connections – text to text, text to self, and text to world.

Word study includes phonemic awareness, phonics, vocabulary, fluency, and comprehension. As students actively manipulate words, they become more sophisticated in their knowledge of word usage and written language. Students increase their word knowledge, moving away from dependency on word walls displaying frequently used words, to individually-generated word journals. High-quality literature infuses every aspect of our reading and writing curriculum. Sleepy Hollow has replaced controlled vocabulary texts with authentic children's literature. In the primary grades, teacher-selected texts are critical to the success of students who are learning to read. Literature connections inspire young readers to become writers. While in the intermediate grades, a shift to student-selected literature challenges them to become critical readers and authentic authors. Sleepy Hollow supports the research that shows that reading and writing are inseparable.

At Sleepy Hollow, teachers collaborate to ensure that no child will be left behind by carefully selecting reading and writing activities that are purposeful and guarantee success for all. The reading curriculum focus can be summed up with the words of Donald M. Murray, author of Learning by Teaching and Expecting the Unexpected, “The longer I write and read, the more I learn; writing and reading are lifelong apprenticeships. . .”

3. Science Curriculum

Science at Sleepy Hollow can be characterized as experiential, engaging, and energizing. Teachers use the state objectives, TEKS, and District Standards as the backbone of instruction. Some of the resources used to add depth and complexity include the Full Option Science System (FOSS), Activities Integrating Math and Science (AIMS), Internet websites, JASON Project, which is provided by West Texas A&M University, and partnerships with local museums, hospitals, and businesses.

Science concepts are intertwined into the daily curriculum beginning in kindergarten and progress through fifth grade. This continual spiraling process of teaching science creates curious and excited students who want to know more about how science relates to the real world.

As kindergartners begin school, their brains are full of probing questions – “Why do plants die when I pick them?” “Why doesn’t a worm have legs?” “How does a snake hear?” What better way to begin teaching the scientific method than by allowing students to ask questions, develop hypotheses, and then test their theories. Primary children build on these questioning strategies by collecting data, making predictions, and drawing conclusions. In second grade classrooms, eager, wide-eyed children record their observations of eggs developing in incubators and predict changes in growth patterns.

The scientific method is then intensified in the intermediate grades. Classification, inference, and analytical skills are demonstrated as students develop their own non-competitive science fair projects in fourth and fifth grade. Projects you might see include: Which diaper is the most absorbent? What type of liquid will best grow plants? Which type of vegetables do gerbils prefer?

Real life connections are vital to science instruction. When students learn about mass, buoyancy, and energy, they build boats. When students learn about conservation, they collect and recycle phone books. When students learn about habitats and adaptations, they create a museum of three-dimensional whales and become a teacher/tour guide for primary students. As teachers develop authentic activities to teach scientific concepts, science at Sleepy Hollow truly is experiential, engaging, and energizing!

4. Instructional Methods

High levels of learning for all students is understood and accepted as the fundamental purpose of our school. The Sleepy Hollow Elementary School faculty continually seeks evidence-based instructional resources that are personalized to the specific needs of students. Instruction is neither program nor textbook driven. The academic objectives of the Amarillo Independent School District’s Standards are the basis for planning. An array of methods is used to teach these objectives.

Classrooms utilize authentic instructional strategies based on research, confirmed in collaboration, and shared in vertical alignment. Instructional methods include: flexible grouping, differentiated lessons, peer tutoring, teacher/student conferencing, frequent student assessment, higher-order thinking, and active, ongoing learning. Technology is integrated into lessons to expand the possibilities of instruction and student interest. The campus is equipped to facilitate 21st century learners as students have access to classroom computers, computer labs, digital cameras, Smart-Boards, digital projectors, wireless laptops, and network connections.

Instructional time is guarded to maximize focus on student learning. Teachers carefully pace instruction, allowing time for re-teaching and providing interventions, as needed. As a result of frequent student assessments and conferences, tailored lessons are created to meet the variety of learning needs. Teachers use differentiated approaches and provide a risk-free, student-centered environment, which creates a trusted partnership between teachers and students.

As a Professional Learning Community, Sleepy Hollow recognizes the importance of consistent collaboration with the focus on results to determine the best application of these varied methods. Collaboration occurs at many levels including grade levels, vertical alignment within content areas, campus, and district-wide teams. The capacity to learn is a shared rather than an individual task. Engagement in collaborative team learning creates the energy for continuous improvement in research-based methods. Faculty and staff members are passionate about improving the entire school's potential to learn.

5. Professional Development

Teachers and staff members at Sleepy Hollow celebrate and model the concept of being life-long learners, instilling in students the desire to learn and the confidence to achieve. The goal of staff development is high levels of learning among teachers to increase student achievement. According to Dr. Richard DuFour, highly acclaimed educator and author of Professional Learning Communities at Work, "Educators create an environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone." As a Professional Learning Community, Sleepy Hollow believes that the most powerful staff development is when teachers engage in professional conversations. Weekly scheduled collaboration meetings allow teachers the time to discuss student performance and assessment. Conversations focus on problem-solving, decision-making, and peer-coaching. Ongoing book studies, including books such as Reading Essentials, Writing Essentials, and How to Differentiate Instruction in Mixed Ability Classrooms, serve as a springboard for discussions of current issues and educational concerns.

District-specific training for all teachers includes: New Jersey Writing Project in Texas, TexTeams Math, Balanced Literacy, Inquiry Science, History Alive, gifted and talented, dyslexia, 504 accommodations, and special education updates. Ongoing literacy training is provided monthly by two Sleepy Hollow classroom teachers who also serve as Literacy Support Teachers. In addition, the school routinely reviews the school-wide problem-solving model, technology applications, and modifications for special needs students. Networking opportunities through cross-district collaboration and email give teachers support and provide important sources of information and knowledge. While workshops are secondary to the preferred staff development approach, time is set aside for faculty members to share strategies they have learned at individual workshops.

At Sleepy Hollow, a concerted effort is made to improve instructional effectiveness. No teacher or administrator is complacent about student achievement. Professional development activities based on current research shape educational strategies that are used in classrooms. Teachers take personal responsibility to be life-long learners, which makes a difference for all students.

**No Child Left Behind - Blue Ribbon School
Texas Third Grade Criterion-Referenced Reading Test**

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/PublicationYear: 2004-05 Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Feb. 2005	Mar. 2004	Mar. 2003
SCHOOL SCORES			
% At or Above Met Standard	>99	>99	100
% At Commended Performance	81	64	39
Number of students tested	62	58	70
Percent of total students tested	100	100	100
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	SI	SI	SI
% At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
2. African American			
% At or Above Met Standard	SI	SI	SI
At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
3. White			
% At or Above Met Standard	>99	>99	100
% At Commended Performance	81	65	38
Number of Students Tested	54	48	55
4. Hispanic			
% At or Above Met Standard	SI	SI	100
% At Commended Performance	SI	SI	33
Number of Students Tested	SI	SI	9

SI = Statistically Insignificant

**No Child Left Behind - Blue Ribbon School
Texas Third Grade Criterion-Referenced Math Test**

Subject: Math Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05 Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr. 2005	Apr. 2004	Apr. 2003
SCHOOL SCORES			
% At or Above Met Standard	>99	>99	99
% At Commended Performance	57	63	33
Number of students tested	63	59	72
Percent of total students tested	100	100	100
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	SI	SI	SI
% At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
2. African American			
% At or Above Met Standard	SI	SI	SI
At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
3. White			
% At or Above Met Standard	>99	>99	98
% At Commended Performance	60	59	34
Number of Students Tested	55	49	56
4. Hispanic			
% At or Above Met Standard	SI	SI	100
% At Commended Performance	SI	SI	20
Number of Students Tested	SI	SI	10

SI = Statistically Insignificant

**No Child Left Behind - Blue Ribbon School
Texas Fourth Grade Criterion-Referenced Reading Test**

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05 Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr. 2005	Apr. 2004	Apr. 2003
SCHOOL SCORES			
% At or Above Met Standard	98	>99	100
% At Commended Performance	62	44	38
Number of students tested	60	71	77
Percent of total students tested	100	100	100
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	SI	SI	SI
% At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
2. African American			
% At or Above Met Standard	SI	SI	SI
At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
3. White			
% At or Above Met Standard	98	>99	100
% At Commended Performance	60	43	44
Number of Students Tested	50	56	61
4. Hispanic			
% At or Above Met Standard	SI	>99	SI
% At Commended Performance	SI	33	SI
Number of Students Tested	SI	SI	SI

SI = Statistically Insignificant

No Child Left Behind - Blue Ribbon School
Texas Fourth Grade Criterion-Referenced Math Test

Subject: Math Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05 Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr. 2005	Apr. 2004	Apr. 2003
SCHOOL SCORES			
% At or Above Met Standard	98	>99	97
% At Commended Performance	63	43	23
Number of students tested	60	72	80
Percent of total students tested	100	100	100
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	SI	SI	SI
% At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
2. African American			
% At or Above Met Standard	SI	SI	SI
At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
3. White			
% At or Above Met Standard	98	>99	98
% At Commended Performance	62	43	23
Number of Students Tested	50	56	64
4. Hispanic			
% At or Above Met Standard	SI	>99	SI
% At Commended Performance	SI	40	SI
Number of Students Tested	SI	10	SI

SI = Statistically Insignificant

No Child Left Behind - Blue Ribbon School
Texas Fifth Grade Criterion-Referenced Reading Test

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/PublicationYear: 2004-05 Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr. 2005	Apr. 2004	Apr. 2003
SCHOOL SCORES			
% At or Above Met Standard	>99	99	94
% At Commended Performance	57	50	39
Number of students tested	75	80	82
Percent of total students tested	100	100	100
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	SI	SI	SI
% At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
2. African American			
% At or Above Met Standard	SI	SI	SI
At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
3. White			
% At or Above Met Standard	>99	>99	96
% At Commended Performance	53	57	41
Number of Students Tested	58	63	68
4. Hispanic			
% At or Above Met Standard	>99	SI	SI
% At Commended Performance	67	SI	SI
Number of Students Tested	12	SI	SI

SI = Statistically Insignificant

**No Child Left Behind - Blue Ribbon School
Texas Fifth Grade Criterion-Referenced Math Test**

Subject: Math Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/PublicationYear: 2004-05 Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr. 2005	Apr. 2004	Apr. 2003
SCHOOL SCORES			
% At or Above Met Standard	>99	97	96
% At Commended Performance	64	59	36
Number of students tested	74	79	84
Percent of total students tested	100	100	100
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	SI	SI	SI
% At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
2. African American			
% At or Above Met Standard	SI	SI	SI
At Commended Performance	SI	SI	SI
Number of Students Tested	SI	SI	SI
3. White			
% At or Above Met Standard	>99	>99	97
% At Commended Performance	66	61	39
Number of Students Tested	56	62	69
4. Hispanic			
% At or Above Met Standard	>99	SI	SI
% At Commended Performance	46	SI	SI
Number of Students Tested	13	SI	SI

SI = Statistically Insignificant