



# HOLLAND ELEMENTARY SCHOOL

Beverly Road & Crescent Avenue  
Holland, PA 18966  
215-944-1500  
Principal: Mr. Andrew Sanko



## Welcome to Our School

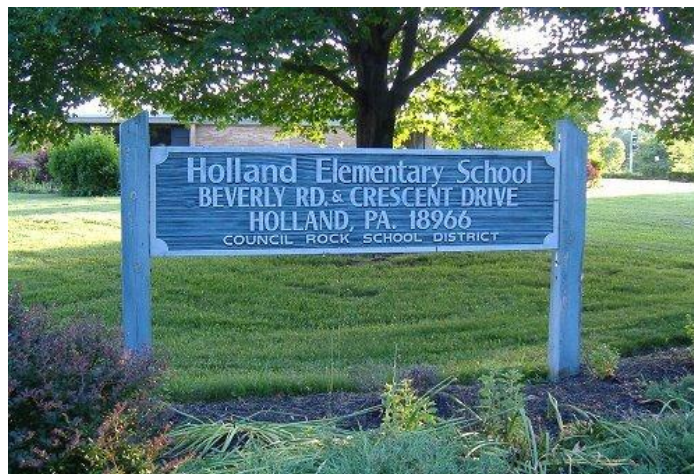
Nestled in the southwest corner of the Council Rock School District, the Holland Elementary School community is one of five elementary school communities located in Northampton Township. Our school community is suburban in nature with single family homes, town homes and some retail parcels. We enjoy close proximity to some of Northampton's most treasured resources including the Churchville Nature Center and the Churchville Reservoir.

Holland Elementary School serves 392 students in grades Kindergarten through six. Among this population, approximately 10% have been identified as qualifying for mentally gifted services and 8% receive learning support services. Holland houses a district class for students with special needs identified as Life Skills. We have a full array of school services including reading support, math enrichment and support, English as a Second Language (ESL) support, Instructional Support and Adaptive Physical Education.

Over 70 adults comprise the staff at Holland Elementary School. There are 55 professional employees and 15 support staff working to make this a great school environment for children.

Among the programs offered to students at Holland are full complements of music opportunities including choral music, instrumental music and a school play. We accentuate opportunities for readers and writers in offering a school wide Writer's Club and in sponsoring small group reading clubs centered on specific pieces of children's literature. Our art teacher hosts morning art activities for interested student. There are a variety of other school clubs, after school programs and activities that allow us to enrich and extend our students.

We enjoy an outstanding relationship with our parent community. Holland Elementary has a vibrant Parent/Teacher Organization (PTO). Together, we sponsor a collection of school activities that makes Holland the recreational and educational focal point of this school community. At Holland Elementary School, we respect the old adage –“**A community is known by the school that it keeps**”. We strive to make this school a consistently positive reflection of our school community.



## Holland Elementary School Makes a Difference!

The students, parents, and the staff of Holland Elementary continue to make a difference not only in the class, but also in the community as well. Below are just some of the ways that Holland Elementary makes a difference - through connections in the community while exhibiting respect, responsibility, cooperation, and sportsmanship.

<ul style="list-style-type: none"> <li>• American Health Association</li> <li>• Artist in Residence</li> <li>• Art Club</li> <li>• Assemblies</li> <li>• Athletes Helping Athletes</li> <li>• Author Visits</li> <li>• Back to School Night</li> <li>• BBQ at Field Day</li> <li>• Book Fair</li> <li>• Building and Landscape</li> <li>• Clothing Swap</li> <li>• Community Readers</li> <li>• Cultural Arts Programs</li> <li>• CR Cares Initiatives</li> <li>• Family Bingo/Diner</li> <li>• Father/ Daughter Event</li> <li>• Father/ Son Event</li> <li>• Field Trips</li> <li>• Flag Football for Athletes Helping Athletes</li> <li>• Grade Level Performances</li> <li>• Halloween Parade</li> <li>• Helping Hands</li> <li>• Heart association</li> </ul>	<ul style="list-style-type: none"> <li>• Holland Harvest</li> <li>• Hoop Dee Doo</li> <li>• Kids Vote</li> <li>• March of dimes</li> <li>• Market day</li> <li>• Mother's Day Program</li> <li>• Mother/ Daughter Event</li> <li>• Mother/ Son Event</li> <li>• Mourning Art Activities</li> <li>• Odyssey of the Mind</li> <li>• Olwevs Bully Prevention</li> <li>• Parent Workshops</li> <li>• Reading Olympics</li> <li>• 6th Grade Send off</li> <li>• Small Group Reading Clubs</li> <li>• Social Studies Club</li> <li>• Spring Concert</li> <li>• Super Science Family Night</li> <li>• Tabs for Ronald McDonald House Charity</li> <li>• Teacher and Staff Appreciation Breakfast</li> <li>• Toy drive</li> <li>• Writer's Club</li> <li>• Young Author's Day and Book Sharing</li> </ul>
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## Mission and Beliefs

### Mission Statement

The Holland school community will...

- ◆ provide an environment that is physically, emotionally and socially safe.
- ◆ foster a sense of belonging.
- ◆ teach, model and provide opportunities to practice and apply appropriate academic and social behaviors.
- ◆ encourage individual responsibility.
- ◆ encourage an appreciation for diversity.
- ◆ support every individual's ability to learn.
- ◆ teach students to self reflect and set realistic goals.
- ◆ create a school environment that encourages risk taking and acknowledges that failure can be an acceptable way to learn.
- ◆ recognize technology is an essential tool for learners.
- ◆ support every child's right to a comprehensive education in the fine arts.
- ◆ acknowledge that every child learns differently.
- ◆ provide opportunities to demonstrate and apply knowledge through a variety of activities.
- ◆ recognize that *change* needs to be supported through thoughtful dialogue and appropriate resources.



## Holland Credo

At Holland Elementary, we:

- Have self control
- Only speak and act kindly
- Live safely
- Listen and talk to each other
- Always tell the truth
- Notice good manners
- Do respect everyone and everything

## Code of Conduct

### HOLLAND HAWK CODE OF CONDUCT

#### COOPERATION    RESPECT    RESPONSIBILITY    SPORTSMANSHIP

#### GENERAL RULES

The Holland Hawk Code of Conduct does not tolerate teasing or bullying. Any negative comment or action in regards to a physical characteristic, race, color, gender, religion, etc. will result in a behavior notice.

1. Treat others with kindness and respect.
  - \*Roughness is not permitted: fighting, hitting, kicking, grabbing, threatening, intimidating, spitting, pushing, etc.
  - \*Proper language is to be used at all times.
  - \*Children will follow any directions given by a school staff member.
  - \*Note passing is not permitted.
2. Treat all personal and school property with care.
  - \*Children will ask permission to borrow or use property of others.
  - \*All found items will be turned into the teacher or office.
  - \*Children will not write on, draw on or deface property.
  - \*Personal equipment should not come to school without teacher permission: computer games, tape players, etc.
3. Gum chewing is not permitted.
4. Knives, matches or other dangerous items are not permitted.
5. Children will walk in the school at all times.
6. Wearing hats in school is not permitted.

## MORNING ARRIVAL

1. Children are not permitted in the building before the first morning bell unless they are in the early morning drop-off program.
2. Children will be in their classrooms before the tardy bell or they will be considered late. A “late” pass from the office is required before a student will be admitted to class.
3. All students will be seated, quiet, and remain in their seats for morning announcements.

## CLASSROOM

Proper learning conduct is expected of all children. Each classroom teacher will post the expected rules for his/her classroom. School discipline forms will be given to children who consistently or frequently disobey classroom rules, including grade level policies on missing/incomplete homework assignments.

## PLAYGROUND – RECESS

1. Children are to be outside during recess weather permitted. Permission to remain in the classroom or come inside must be obtained from the teacher or assistant on duty.
2. Playground equipment is to be used properly and safely.
3. Throwing of snowballs, ice, sand, sticks, or stones is not permitted.
4. “Wheel-riding” vehicles are not permitted on the playground: bikes, skates, skateboards, etc.
5. Children shall stay on their designated play area and are not to disturb those in class.
6. Hardballs are prohibited.
7. Children are to line up immediately and quietly at the end of recess. Bouncing and throwing of balls will stop immediately.
8. In the event of indoor recess, children will remain in the assigned classroom.
9. Children are not permitted to interfere with games that are in progress.

## LUNCH - CAFETERIA

1. Children will go through the lunch line in a quiet, orderly manner. Words like **please** and **thank you** are encouraged.
2. Children will talk to immediate neighbors, but not from table to table.
3. Children are to stay seated until excused.
4. All food must be eaten, discarded or packed to take home before leaving the lunchroom.
5. Children will not play with or throw food.
6. Children will line up by tables, empty trash, take care of silverware and plates, and follow the directions given by the adult.
7. Children will line up in a quiet and orderly manner.
8. No talking or noise making is permitted when an adult uses the microphone or gives the signal.



## BUS

All Children will:

1. walk from the building to the bus.
2. respect the authority of the bus driver.
3. not touch or open the emergency door.
4. keep head, hands, and feet inside the bus.
5. stay seated – face front.
6. not throw things in or out of the bus.
7. sit in their designated seat if assigned.
8. keep the bus a safe and clean place.

## Pennsylvania System of School Assessment (PSSA)

The state's assessment system is known as the Pennsylvania System of School Assessment (PSSA). Tests are required under the Chapter 4 Regulations of the State Board of Education and the federal No Child Left Behind (NCLB) Act. The tests are based on Pennsylvania's Academic Standards in Reading, Writing, Speaking and Listening and Mathematics.

The state currently assesses students in Mathematics and Reading at grades 3 through 8 and 11; Writing at grades 5, 8 and 11; Science at grades 5, 8 and 11

The Pennsylvania System of School Assessment (PSSA) provides information about student, school, and district performance in reading and mathematics. It is designed to;

- Determine the degree to which school programs enable students to attain proficiency of academic standards;
- Give students, parents, educators, and citizens an understanding of student and school performance regarding academic standards;
- Furnish assessment results to school districts for consideration in the development of plans for improvement; and,
- Provide information to state policymakers and the general public about student achievement by schools in the commonwealth.

Council Rock is proud of its consistently strong performance on the PSSA tests. Our students routinely score well above the state averages and comparably to distinguished districts with which we compare ourselves.



## Holland Elementary School PSSA Results

Detailed information related to how Council Rock School District and each of its schools have performed on the PSSA and the current AYP status (Adequate Yearly Progress) can be found at the following website sponsored by the Pennsylvania Department of Education. [Council Rock School District Report Card](#). Below are some additional details regarding AYP and the PSSA testing program. [Holland Elementary School Report Card](#).

### Adequate Yearly Progress (AYP)

The No child Left Behind Federal legislation requires that all schools and school districts achieve a certain percentage of students who score “proficient” or “advanced” on tests in mathematics and reading. For 2010-2011, the cutoff percentages were 67% in mathematics and 72% in reading. In addition, certain identified sub-groups of students that have more than 40 students per group must also have had the same minimum number of students scoring above the cut-off scores. In addition, each elementary and middle school must improve their attendance rate each year or maintain it at or above 95%. High schools must improve their graduation rate each year or maintain it at or above 95%. These requirements must all be met by districts in order to avoid placement on the government’s list of schools needing improvement.

### Participation Rate

The No Child Left Behind legislation requires that school districts report the percentage of students who were included in the state test data shown. Schools are required to test no less than 95% of the students in each school and in each identified sub-group in order to make adequate yearly progress. Holland Elementary School has tested over 95% of our students.



## Performance - Percentage of Students Scoring Proficient or Above

Under the federal legislation *No Child Left Behind*, schools are required for 20100 to have at least **67% of the students tested score either “proficient” or “advanced” on the mathematics test while at least 72% of the students tested must score “proficient” or “advanced” in the reading test.** Holland Elementary students continually score well above NCLB required percentages.

### HOLLAND ELEMENTARY SCHOOL STUDENT ATTENDANCE ( % )

2004 -2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
96.3	96.3	96.41	96.54	96.41	96	96.63

\*\*\*The No Child Left Behind legislation requires that elementary and middle schools track attendance rates and work to improve them so that they are at least 90%. In addition, high schools are required to track graduation rates and to demonstrate at least an 80% graduation rate or show improvement in this number from year to year.

### Holland Elementary School Teacher Quality Report

	B.A.	B.A. + 15 graduate credit hours	M.A.	M.A. + 15 graduate credit hours	M.A. +30 graduate credit hours	Ph. D.
Professional Qualifications of all teachers in the school.	0	3	11	4	20	1

Percentage of teachers in the school with emergency/provisional certification.	0%
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Percentage of core academic subject elementary and secondary teachers in the district not taught by highly qualified teachers.	0%
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## Holland Elementary School and Council Rock Remains Committed to Assessment, Achievement and Assistance

State Chapter 4 regulations require districts to develop a plan for additional instructional opportunities for students not achieving at a proficient level. Council Rock is proud of its academic assistance efforts, which include identification procedures, instructional strategies, monitoring of assessment procedures and opportunities for extended learning time. While student performance below proficient levels is a primary focus, the plan is designed to give all students multiple opportunities for success.

### Assessment

The Council Rock Assessment Plan is essential to maintaining student and program excellence. Its purpose is to effectively and systematically collect and communicate student academic progress through the K-12 system and to enhance student growth and performance. Our assessment plan includes the use of standardized testing measures as well as numerous classroom and district designed measures.

#### National Perspective: National Comparison Information

	K	1	2	3	4	5	6	7	8	9	10	11	12
Terra Nova (April 2004)					X								
PSAT/SAT											X	X	X

#### State Perspective: Mastery of State Standards

	K	1	2	3	4	5	6	7	8	9	10	11	12
PSSA Reading and Math				X	X	X	X	X	X			X	
PSSA Writing							X		X			X	
PSSA Science					X				X			X	

# DISTRICT PERSPECTIVE: MASTERY OF DISTRICT PROFICIENCIES/STANDARDS CLASSROOM ASSESSMENTS

	RELA	MATH	SCIENCE	SOCIAL STUDIES
<b>K 1 2 3</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• <b>Running records</b></li> <li>• Retellings</li> <li>• Writing samples</li> <li>• Portfolios/ self-reflections</li> <li>• Journals</li> <li>• Oral presentations</li> <li>• Tests &amp; quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Open-ended questions</li> <li>• Journals</li> <li>• Kindergarten Readiness Inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessments</li> <li>• Tests</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Logs</li> <li>• Diaries</li> <li>• Journals</li> </ul>
<b>4 5 6</b>	<ul style="list-style-type: none"> <li>• Kid-watching</li> <li>• Responses to reading</li> <li>• Cloze procedures</li> <li>• Conferencing</li> <li>• Rubrics / Checklists</li> <li>• Self-reflection / self-evaluation</li> <li>• Informal Reading Inventories</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Open-ended questions</li> <li>• Journals</li> <li>• District performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessments</li> <li>• Tests</li> <li>• Journals</li> <li>• District-wide summative assessments for specific kits</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Logs</li> <li>• Diaries</li> <li>• Journals</li> <li>• Projects</li> </ul>
<b>7 8</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Responses to reading</li> <li>• Conferencing</li> <li>• Rubrics/ checklists</li> <li>• Writing samples</li> <li>• Self-reflection / self-evaluation</li> <li>• Oral presentations</li> <li>• Tests &amp; quizzes</li> <li>• Written retellings</li> <li>• Running records</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Open-ended questions</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Research &amp; oral reports</li> <li>• Labs</li> <li>• District-wide summative assessments for specific units</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Logs</li> <li>• Diaries</li> <li>• Journals</li> <li>• Projects</li> <li>• Debates</li> <li>• Interviews</li> <li>• Oral presentations</li> </ul>
<b>9 10 11 12</b>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Responses to reading</li> <li>• Conferencing</li> <li>• Oral presentations</li> <li>• Rubrics/ checklists</li> <li>• Tests &amp; quizzes</li> <li>• Essays</li> <li>• Portfolios/self-reflection</li> <li>• Research</li> <li>• On-line Writing Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Open-ended questions</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Research &amp; oral reports</li> <li>• Labs</li> <li>• District-wide mid-terms &amp; finals</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; quizzes</li> <li>• Logs</li> <li>• Diaries</li> <li>• Journals</li> <li>• Projects</li> <li>• Debates</li> <li>• Interviews</li> <li>• Research paper</li> <li>• Final exams</li> </ul>

## Academic Assistance

From time to time, students need academic assistance to achieve at their targeted levels of “proficiency.” Students qualify for district academic assistance programs through consideration of multiple identification measures, including classroom performance, teacher recommendation, district assessment results and state and standardized test achievement. The cornerstone of our district’s professional development program is a commitment to help all teachers meet the varied learning needs of their students through a menu of assessments and instructional strategies.

The chart below highlights the extensive support systems currently in place to serve our Council Rock students.

**Academic Assistance Programs**

PROGRAMS	GRADES												
	1	2	3	4	5	6	7	8	9	10	11	12	
Reading Remediation	X	X	X	X	X	X	X	X	X	X	X	X	X
Instructional Support Program	X	X	X	X	X	X							
Tutoring Programs	X	X	X	X	X	X	X	X	X	X	X	X	X
Summer School	X	X	X	X	X	X	X	X					
Alternative School									X	X	X	X	
Before and After School Scheduled Extra Help Sessions							X	X	X	X	X	X	
PSSA Skill Building Reading, Math, Writing			X	X	X	X	X	X	X	X	X	X	X
Basic Language Arts and Math Curriculum						X	X	X	X	X	X	X	



## Special Education Provides Services for Council Rock Students

Council Rock School District recognizes that some children require supports beyond those that can be provided through the many and varied academic assistance programs provided by the district. More than 1500 students are provided with special education that is mandated by the Individuals with Disabilities Education Improvement Act (IDEIA). Special education in Council Rock supports children diagnosed with autism, deaf-blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech and language impairment, traumatic brain injury, and visual impairments including blindness.

In most instances, children with disabilities are well served through the standards based curriculum in our public schools. Because the impact of a disability may vary widely from one special needs student to another, Council Rock serves students across the required continuum of placement options that include regular education classrooms, itinerant, resource and part time special education classroom support, separate special education public schools, approved private schools, hospitals, and instruction in the home. To support the achievement of students eligible under IDEIA, Council Rock special education teachers provide specially designed instruction according to each child's Individual Education Program (IEP).

Students with very significant disabilities participate in the Pennsylvania Alternate System of Assessment (PASA). This alternate assessment assures that attention is paid to the educational progress of students who are not able to be educated in a typical general education curriculum. All other students with special needs are required to participate in the PSSA, regardless of ability level. To support the achievement of students eligible under IDEIA, Council Rock special education teachers provide specially designed instruction according to each child's Individual Education Program (IEP).

