

**2006-2007 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

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

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

Official School Name Westchester Elementary School  
(As it should appear in the official records)

School Mailing Address 1416 Woodgate Avenue  
(If address is P.O. Box, also include street address.)

Kirkwood Missouri 63122-1036  
City State Zip Code+4 (9 digits total)

County St. Louis State School Code Number\* 096-092-6020

Telephone ( 314 ) 213-6160 Fax ( 314 ) 213-6176

Web site/URL www.kirkwood.k12.mo.us E-mail allisoc@gw.kirkwood.k12.mo.us

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\* Dr. David Damerall  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kirkwood R-VII School District Tel. ( 314 ) 213-6100

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. Matt Cottler  
(Specify: Ms, Miss, Mrs. Dr., Mr., Other)

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.

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

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

## **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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

---

All data are the most recent year available.

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

1. Number of schools in the district:
- |              |                                |
|--------------|--------------------------------|
| <u>  5  </u> | Elementary schools             |
| <u>  2  </u> | Middle schools                 |
| <u>  0  </u> | Junior high schools            |
| <u>  1  </u> | High schools                   |
| <u>  1  </u> | Other (Early Childhood Center) |
| <u>  9  </u> | TOTAL                          |
2. District Per Pupil Expenditure:   \$9,538.99
- Average State Per Pupil Expenditure:   \$7,445.56

**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.   5   Number of years the principal has been in her/his position at this school.
- N/A   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	33	38	71	8	0	0	0
1	35	40	75	9	0	0	0
2	37	33	70	10	0	0	0
3	32	32	64	11	0	0	0
4	27	37	64	12	0	0	0
5	34	35	69	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>413</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>79</u>         | % White                          |
| <u>17</u>         | % Black or African American      |
| <u>2</u>          | % Hispanic or Latino             |
| <u>2</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 3 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	5
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	12
<b>(4)</b>	Total number of students in the school as of October 1	413
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.03
<b>(6)</b>	Amount in row (5) multiplied by 100	3

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

Number of languages represented: 2  
Specify languages: Spanish, Pashto

9. Students eligible for free/reduced-priced meals: 16 %  
Total number students who qualify: 66

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: 17 %  
68 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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>39</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>4</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>0</u>
Classroom teachers	<u>19</u>	<u>2</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>4</u>	<u>13</u>
Total number	<u>38</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	96%	96%	94%	96%
Daily teacher attendance	97%	96%	95%	95%	95%
Teacher turnover rate	14%	12%	11%	12%	19%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

Welcome to Westchester Elementary School! As our vision statement says, we are “a diverse learning community that promotes the social, emotional and academic growth of all by fostering high expectations and effective communication.” Please enjoy a tour of our exceptional school by way of this narrative.

Before the school day starts, learning is already taking place. In the REACH (Revolving Enrichment and Challenge) room, kids of all grade levels and abilities are actively involved in Chess Club. In many classrooms, students in grades three through five are participating in math and reading extended day programs. The fourth grade audiovisual club is preparing for morning announcements, the Sunrise Singers are rehearsing in the music room, the fourth and fifth grade Safety Patrol members are heading outside to their duty posts, and Student Council members are setting up the school store. This is just the beginning of the incredible learning opportunities at Westchester.

Once the day begins, parent volunteers and teaching assistants work in the hall with small groups or individual students playing a math game, reading, or painting scenery for a play. In quiet places in our building, OASIS tutors and community mentors are reading stories or writing with their mentee students. You may see a class or two sprawled on the floor, sketching, observing, or writing about the animals in our atrium area.

In the classrooms, scientists summarize their findings from an experiment or sculpt their amphibian model out of clay. In all classrooms, authors craft their latest writing piece and confer with a teacher or peer. Students are engaged in a Socratic Seminar discussing current issues, or in a math congress sharing and defending their strategy for solving a math problem. Teachers work with individuals or small groups in their special education classrooms or push in to the regular education classroom to support learners in that environment. On a school family day, cross grade level groups, including each student and adult in our building, participate in community building activities. Scientists are outside collecting insects in Westchester Woods. Experimenters are outside on the slide, testing materials for friction. The physical education class is going through the low ropes course, a class is searching for shapes in the playground equipment, artists are sketching trees in the woods, and a class is taking advantage of the benches in the woods during reader’s workshop.

Lunch and recess times are also full of learning and social growth opportunities. Students, who might otherwise be sedentary, walk around the playground as part of Westchester Walkers’ Club. Other students meet together with adults in self-esteem building groups like Sista Girls, Girl Power, Art Club, Honor Choir, or Student Council. Students confer with teachers during lunch or recess to get additional help when needed. A teacher might be having lunch with a group of students in order to solidify their connections to each other.

Westchester Elementary School is a special place. Students care about each other and their school. Teachers and staff members are invested in our community of learners, and do whatever it takes to meet the unique academic and social needs of all of our students. Administrators trust and empower teachers. We reflect on what works best for our kids and continually grow and change to meet the needs of our diverse population. Westchester parents and community members support the learning that happens here with their time and involvement. The result is a learning community where all members are valued, learning is individualized, and children are loved, supported, challenged, and celebrated.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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

Westchester Elementary School participates in the Missouri Assessment Program (MAP). The MAP test is a criterion-referenced assessment, consisting of multiple choice and constructed response questions, as well as performance events. The assessment system is primarily performance-based, to measure not only a student's knowledge and skills, but also how well that student can apply knowledge to existing or new situations. Each spring, learners in grades three through five, are assessed in the areas of Communication Arts and Mathematics. Students receive an achievement level score based on their performance. These four achievement levels are below basic, basic, proficient, and advanced. The state provides annual proficiency standards that all schools must meet in order to attain Adequate Yearly Progress (AYP) targets. These targets identify the minimum percentage of students who must perform at the proficient level. See <http://dese.mo.gov/divimprove/assess/> for additional information. The goal for Westchester Elementary is for all students to perform at the proficient or advanced levels.

Prior to the 2005-06 school year, the MAP test was administered only in grades three and four, with third grade students taking the Communication Arts test, and fourth grade students taking the Mathematics test. There were five achievement levels: step one, progressing, nearing proficient, proficient, and advanced. Longitudinal trends for the MAP tests (2003-2006) indicated that nearly 50% of our students scored proficient or advanced in both Communication Arts and Mathematics subjects each year.

On the third grade Communication Arts test for the 2005-06 school year, 71% of Westchester students scored at the proficient or advanced levels as compared to 44% statewide. As indicated on the 2004-05 MAP test results, 60% of Westchester students scored at the proficient or advanced levels as compared to 30.4% statewide. In 2003-04, 46.5% of Westchester students scored at the top levels compared to statewide average of 30%. Westchester Elementary did not meet the minimum number of students (30) to qualify as subgroups; however, we value the disaggregated data provided by the state. We have found that students who receive a free or reduced lunch have steadily improved their scores over the last three years from 8% proficient or advanced to 32%. Students with Individual Educational Plans (IEPs) have also demonstrated improvement from 33% to 56% scoring at the proficient and advanced levels. While improvement was shown in these subgroup areas, inconsistent growth was demonstrated among our African American students. Over the last three years, our African American students' scores have ranged from 8% to 38% at the proficient and advanced levels.

On the fourth grade Mathematics test for the 2005-06 school year, 70% of Westchester students scored at the proficient or advanced levels as compared to 43% statewide. As indicated on the 2004-05 MAP test results, 61% of Westchester students scored at the proficient or advanced levels as compared to 25% statewide. In 2003-04, 64% of Westchester students scored at the top levels compared to the statewide average of 23%. As stated above, Westchester Elementary did not qualify under the state's definition for meeting subgroup status for this grade level. However, we use the disaggregated data to develop plans for improvement. Our results indicated that fourth grade students followed similar three-year trends as our third grade students. Our free and reduced lunch students improved from 17%, in 2003-04, to 26%, in 2005-06, at the proficient and advanced levels. Students with IEPs demonstrated improvement from 46% to 53% scoring at the proficient and advanced levels. Our African American students' scores ranged from 14% to 21% at the proficient and advanced levels.

The continued upward trend of student achievement is a result of effective teaching for mastery, personalized learning, collaborative teaching, a well-defined curriculum, and a supportive, involved community. Our instructional success is a continual source of pride at Westchester.

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

Westchester Elementary School actively uses assessment data to understand and improve student performance. We discuss and dissect whole-school assessment results as a faculty and identify specific areas of focus. This is an on-going process. As we determine areas of need as a staff, in our Professional Learning Communities (PLCs), we further analyze grade-level student results. SMART (Strategic, Measurable, Attainable, Results-oriented, Time bound) goals are then developed by grade level PLCs. Within these PLCs, we develop strategic action plans that lead to modification in instructional practices, in an effort to improve student achievement. As a part of our Flexible Student Services Model, data is collected and student progress is monitored for students who are not meeting grade level expectations.

Assessment data also influences curriculum development and renewal at Westchester Elementary School. From this data, we identify areas of strengths and weaknesses. Curriculum is examined to determine if we are aligned with the state Grade Level Expectations (GLEs). Westchester faculty members serve on district-wide committees, whose primary purpose is to create a rigorous and meaningful aligned curriculum for all of its learners.

Upon further reflection of the assessment data, ideas and instructional practices are shared in building-level vertical conversations to ensure that curricular connections are being made across grade levels. Measurement is one example of a result yielded from these conversations. The entire teaching staff took ownership of this targeted area and worked together to develop strategies that would address measurement in a variety of settings, including art, music, health and physical education. In addition, non-standardized assessments, to improve teaching and learning, are exhibited through the use of rubrics, checklists, student performance goal setting, oral testing, and teacher developed written assignments.

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

The sharing and utilization of assessment data in a clear, concise manner is of paramount importance at Westchester Elementary. Across grade levels, teachers and students use assessment data as a tool for setting individualized goals to meet the various needs of all learners. On a daily basis, teachers meet with students, during their workshop conferences, (reading, writing, and math) to share how the student is progressing throughout the unit of study. Teachers also discuss district assessment results and monthly computerized assessments with students. During those discussions, areas of focus are identified and communicated, as teachers work with students to discover how to approach various types of questions. In addition, our principal meets with fourth grade students to review their annual MAP test scores and helps them set goals for upcoming assessments.

Assessment data is also made available to parents through parent-teacher conferences, report cards, progress reports, and personal communication. Parents and teachers utilize these many opportunities to share student successes, to discuss in greater detail how students are assessed across the curriculum, and to establish goals and strategies for student success. Sample questions and school-wide MAP test results are discussed with parents at Parent Teacher Organization (PTO) and Board of Education meetings. Individual test results are shared through on-going communication with parents. For students who are receiving reading interventions, our reading teachers meet biannually with parents at a Federal Programs meeting, to discuss data and share ways to improve the program.

The Westchester community takes pride in its continued improvement, in student performance, on the MAP test. Each year, district performance on the MAP test is published in local and regional newspapers. Our district report card is also available on the Kirkwood School District web site. In addition, a biannual publication called, *The Kirkwood Bulletin*, is sent to all Kirkwood households sharing district and school MAP performance data.

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

Westchester teachers are proud of our school and often share ideas and successes with colleagues in other schools, both within and outside the Kirkwood School District. Most Westchester teachers serve on district-level curriculum committees where they have opportunities to share their instructional strategies with other teachers. District curriculum facilitators schedule meetings to encourage sharing across buildings and grade levels. Another opportunity for teachers to share successful instructional practices is through the use of district share folders located on the district technology network. In this folder, teachers can save grade level assessments, forms, assignments or research for other teachers to utilize.

Our principal and counselor meet regularly with other administrators and counselors across the district to share successes with their colleagues. Our principal is active in the local and state principals' association, where she shares Westchester's successes with other schools. Westchester has hosted many visiting teachers from St. Louis and Jefferson County school districts, who come to observe and discuss teaching methods with our teachers. In addition, Westchester has been recognized with a Positive Behavior Supports (PBS) Award of Excellence, and assists other schools in training and implementation of the PBS program. Our PBS successes are also shared on the PBS website.

Westchester teachers feel a responsibility to share our successes with other schools to promote student growth, as we strive to leave no child left behind.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

Westchester teachers work to ensure the success of all learners. We are a welcoming place, where teachers have a voice in planning a developmentally appropriate curriculum that encourages high expectations for all. In addition to regular classroom whole group instruction, students participate in a variety of learning settings that include small groups, individualized instruction, differentiation of instruction and assessment, flexible grouping, and enrichment activities. Our technology curriculum is integrated across all curricular areas, and students regularly have access to many types of equipment ranging from laptops to *SMART boards*.

Our goal in communication arts is to help students become competent, responsible readers, writers, and thinkers who effectively communicate their thoughts and ideas. All aspects of language arts (reading, writing, listening, speaking) are interrelated. Growth in one facet of language supports growth in the others as well. In reading, students develop and apply different strategies, phonemic awareness, vocabulary, fluency, text elements, and literary devices in a variety of fiction and nonfiction texts. Teachers emphasize differences in culture, time, genres, and author's style. In writing, students are explicitly taught structure, rules, and procedures. Using mentor texts in a workshop setting, students explore many different forms of writing. The library media curriculum focuses on "The Big Six" research strategies as well as exposing students to the many diverse genres of literature.

Using a math workshop setting, students become confident mathematical thinkers who use strategies and critical thinking to problem solve and communicate mathematically. The curriculum is structured to build upon previous learning. Mathematics is divided into subcategories of number and operations, algebraic thinking, geometric and spatial relationships, measurement, and data and probability.

Our goal in social studies and science education is to provide students appropriate, hands-on experiences along a developmental continuum. Social studies instruction helps students develop a critical understanding of history, geography, economics, civics, and culture. Science instruction engages students as scientifically literate citizens who understand and utilize the concepts of earth systems, living systems, and matter and energy.

Westchester's art program strives to assist each child to reach his/her fullest creative potential by providing an environment for artistic expression through the study of the elements and principles of art, using an array of media. All students are included in our school-wide art show.

Music education uses an interactive approach to teaching/ learning methods. Students use singing, movement, listening, playing instruments, and interdisciplinary activities to develop skills in a variety of areas. Every student participates in a grade level appropriate performance for peers and parents.

The physical education and health programs are integral parts of the total development of each student. During physical education class, students are engaged in planned, sequential learning activities that focus on health and fitness related movement concepts. Health education provides the opportunity for students to develop positive attitudes and good healthy habits. In our health class, students demonstrate, identify, list, and distinguish between healthy and unhealthy practices.

At Westchester Elementary, we are proud to offer a developmentally appropriate curriculum that is flexible in meeting the varied needs of our learners.

## **2a. Reading:**

Westchester's goal for reading is to educate all children to read for both pleasure and purpose. We want our students to be literate individuals who read fluently for a variety of reasons from both fiction and nonfiction texts. We also want our readers to be thoughtful, critical thinkers who use reading not just for knowledge, but to form opinions about the world in which we live.

Our reading curriculum is a balanced literacy approach that uses a research-based, developmentally driven program that allows students to progress at their own level. Our major teaching emphasis consists of use of texts (comprehension), contextual understanding (critical literacy), conventions (mechanics), and processes and strategies (strategies). We use assessment to guide our instruction. A variety of instructional methods are used to reach our goal: First Steps Developmental Continuum, direct instruction via individual (conferences), small group (guided reading and literacy opportunities), and whole group (shared reading, word work, read aloud and workshop mini-lessons).

For children who need additional support beyond the classroom setting, we have a Literacy Focus program for grades K-5, Reading Recovery for grade 1, and a Scholastic "Read 180" program for grades 4 and 5. A "Reading Is Great" grant program is also provided to first through third grade voluntary transfer students who are below grade level in reading. All of these programs are taught by literacy specialists. We use a Flexible Student Services Model that allows students to be taught by special educators, classroom teachers at other grade levels, teacher assistants, and community volunteers. We have extended school day, as well as an extended school year program, for students who need additional reading support.

Westchester teachers and staff continually assess the effectiveness of our reading curriculum as well as review current research to ensure we are utilizing a best practice approach. We hope our efforts will make Westchester Elementary a "Top Ten School" in the state of Missouri.

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

Westchester's goal for math is to nurture mathematicians. Our hope is that all learners use critical thinking, multiple strategies for solving problems, and understand that there are numerous ways to arrive at answers. We want our students to understand the basic operations of math, while developing and encouraging a love and understanding of mathematics for use in everyday life. In the math workshop environment, teachers are resources as the students actively investigate through authentic applications to justify their answers. Our students work together to manipulate objects and numbers, create their own math questions, and gather information needed to solve those questions. To culminate their efforts, they gather in a "math congress" to share their thoughts and solutions with classmates. This not only provides children the opportunity to see and hear other methods, but allows the presenters a chance to voice and defend their thinking. Our teachers emphasize understanding the "why" before moving to the "how" of mathematics.

The math curriculum is based on subcategories of number operation, algebraic relationships, geometric and spatial relationships, measurement, and data and probability. We continuously use assessment to guide our instruction. Math continuums are used to give teachers a clear picture of student thinking and problem solving skills. Small groups, one-on-one tutoring, enrichment programs, and flexible student services are among the various tools teachers use to reach and challenge all students. A variety of resources are available for teachers to use with students who need extra support in math. Extended day and extended school year programs are offered to students in need of additional services. Enrichment programs are also in place to challenge all students to surpass grade level expectations.

Our math curriculum is revisited on a regular basis to ensure that students are being taught effective, pertinent, and developmentally appropriate skills that align with our state standards. Westchester teachers  
NCLB-BRS (June 1, 2006)

are continually working to ensure that all students are critical thinkers who can apply mathematical strategies to solving everyday problems.

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

At Westchester Elementary School, classroom instructional methods are driven by students' interests and needs. Instruction is student-centered, blending individual, small group, and whole class instruction. In our classrooms, student developmental readiness and ability are at the forefront of all instructional decisions. Both performance-based and authentic pre-assessments aid our educators as we develop personalized instructional plans for each learner.

After obtaining a clear picture of each learner's abilities, educators rely on a myriad of resources and strategies. Collaborative teaching among general and special educators includes supporting individual learners through the flexibility of differentiated instruction. Given the diverse needs of our learners, a Flexible Student Services Model is utilized throughout the school day. Teachers, paraprofessionals, community mentors, and parents work together to carry out this personalized instruction.

After evaluating student outcomes, educators make professional decisions to re-teach, extend or proceed with the curricular content. Within each learning community, students are guided through the learning process using a workshop model in reading, writing, and math. Inquiry-based and multi-sensory methods, as well as cooperative learning structures and scaffolding are integral parts of instructional delivery.

Our principal, teachers, paraprofessionals, and parents share a common belief that our instructional methods must inspire children to be proactive problem solvers and life-long learners. The Westchester community holds high expectations for learners and educators in pursuit of academic, social and emotional growth.

#### **5. Professional Development:**

Westchester faculty members believe that a student's success is directly affected by the teacher's expertise. Because of this, Westchester's professional development program is a top priority. Much like our approach to the curricular areas for students, we recognize that each teacher brings a different style, strength, and life experience into the classroom. We also want to expose our faculty to the latest research, programs, and successes from around the state, nation, and world. We offer a variety of both formal and informal programs for classroom teachers and teacher assistants to pursue throughout the school year and summer months.

Through the use of faculty meetings, early release days, small groups meeting before and after school, and off campus workshops, Westchester teachers learn about the latest research and best practice ideas to meet curricular needs, and address the diverse learning needs of our students. We learn from professional speakers, as well as community resources, and each other. Learning cadres are formed to provide an opportunity for colleagues to meet, discuss curriculum, and observe one other. Our cadres, Professional Learning Communities, and guest speakers allow for ongoing help and conversation in a variety of curricular areas. Book clubs give us an opportunity to read and discuss the latest research and how it fits into the needs of our school. Westchester Elementary has a current professional library with books, videotapes, periodicals and DVDs that teachers use for their personal growth.

Our professional development program helps our teachers continue to grow as lifelong learners to successfully educate our children. As a result, we hope to provide students with the skills and confidence necessary to succeed in school, the community, and world.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION REFERENCED TESTS

Subject: Communication Arts Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 1997 Publisher: CTB-McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	69	58	46	47	41
% "Advanced" on State Standards	36	9	0	2	7
Number of students tested	55	74	74	57	68
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
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>					
% "Meeting" plus "Exceeding" State Standards	65	53	30	27	22
% "Exceeding" State Standards	36	0	0	0	0
Number of students tested	14	19	20	11	18
<b>2. African American Students</b>					
% "Meeting" plus "Exceeding" State Standards	18	30	6	0	5
% "Exceeding" State Standards	0	0	0	0	0
Number of students tested	11	10	15	16	19
<b>3. Economically Disadvantaged Students (Free/Red.)</b>					
% "Meeting" plus "Exceeding" State Standards	31	N/A	6	8	0
% "Exceeding" State Standards	8	N/A	0	0	0
Number of students tested	13	N/A	16	13	15

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

Subject: Mathematics Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 1997 Publisher: CTB-McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	75	63	60	39	40
% "Advanced" on State Standards	25	18	15	5	14
Number of students tested	63	83	54	74	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1%	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>					
% "Meeting" plus "Exceeding" State Standards	65	57	45	6	7
% "Exceeding" State Standards	24	19	9	0	0
Number of students tested	17	21	12	16	14
<b>2. African American Students</b>					
% "Meeting" plus "Exceeding" State Standards	N/A	24	17	12	4
% "Exceeding" State Standards	N/A	0	0	0	0
Number of students tested	N/A	21	12	16	14
<b>3. Economically Disadvantaged Students (Free/Red.)</b>					
% "Meeting" plus "Exceeding" State Standards	N/A	23	14	11	9
% "Exceeding" State Standards	N/A	0	0	0	0
Number of students tested	N/A	22	14	18	22

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

**STATE CRITERION REFERENCED TESTS**

Subject: Mathematics Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 1997 Publisher: CTB-McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	67				
% "Advanced" on State Standards	29				
Number of students tested	55				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>					
% "Meeting" plus "Exceeding" State Standards	54				
% "Exceeding" State Standards	23				
Number of students tested	13				
<b>2. African American Students</b>					
% "Meeting" plus "Exceeding" State Standards	0				
% "Exceeding" State Standards	0				
Number of students tested	11				
<b>3. Economically Disadvantaged Students (Free/Red.)</b>					
% "Meeting" plus "Exceeding" State Standards	15				
% "Exceeding" State Standards	0				
Number of students tested	13				

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

Subject: Mathematics Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 1997 Publisher: CTB-McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	68				
% "Advanced" on State Standards	34				
Number of students tested	55				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>					
% "Meeting" plus "Exceeding" State Standards	42				
% "Exceeding" State Standards	32				
Number of students tested	19				
<b>2. African American Students</b>					
% "Meeting" plus "Exceeding" State Standards	21				
% "Exceeding" State Standards	0				
Number of students tested	19				
<b>3. Economically Disadvantaged Students (Free/Red.)</b>					
% "Meeting" plus "Exceeding" State Standards	25				
% "Exceeding" State Standards	5				
Number of students tested	20				

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

**STATE CRITERION REFERENCED TESTS**

Subject: Communication Arts Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: \_\_\_\_\_ Publisher: CTB-McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	70				
% "Advanced" on State Standards	35				
Number of students tested	63				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1%				
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>					
% "Meeting" plus "Exceeding" State Standards	56				
% "Exceeding" State Standards	19				
Number of students tested	16				
<b>2. African American Students</b>					
% "Meeting" plus "Exceeding" State Standards	N/A				
% "Exceeding" State Standards	N/A				
Number of students tested	N/A				
<b>3. Economically Disadvantaged Students (Free/Red.)</b>					
% "Meeting" plus "Exceeding" State Standards	N/A				
% "Exceeding" State Standards	N/A				
Number of students tested	N/A				

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

Subject: Communication Arts Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: \_\_\_\_\_ Publisher: CTB-McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	73				
% "Advanced" on State Standards	36				
Number of students tested	85				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>					
% "Meeting" plus "Exceeding" State Standards	50				
% "Exceeding" State Standards	22				
Number of students tested	19				
<b>2. African American Students</b>					
% "Meeting" plus "Exceeding" State Standards	28				
% "Exceeding" State Standards	6				
Number of students tested	19				
<b>3. Economically Disadvantaged Students (Free/Red.)</b>					
% "Meeting" plus "Exceeding" State Standards	37				
% "Exceeding" State Standards	11				
Number of students tested	20				

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Communication Arts Grade: 3 Test: MAP- Terra Nova portion

Edition/Publication Year: 1997 Publisher: CTB-McGraw Hill

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X (median national)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	81	71	73	74	70
Number of students tested	55	66	75	57	68
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
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>	81	69	73	61	50
Number of students tested	14	19	20	10	18
<b>2. African American Students</b>	21	49	54	43	38
Number of students tested	11	10	15	16	19
<b>3. Economically Disadvantaged Students</b>	35	N/A	53	33	34
Number of students tested	13	N/A	16	14	15

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)

Subject: Mathematics Grade: 4 Test: MAP-Terra Nova portion

Edition/Publication Year: 1997 Publisher: CTB-McGraw Hill

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X (median national)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	85	72	77	58	56
Number of students tested	63	83	53	74	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1%	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Students with Disabilities (IEPs)</b>	74	74	48	24	40
Number of students tested	17	21	11	16	14
<b>2. African American Students</b>	N/A	41	44	31	34
Number of students tested	N/A	21	17	24	24
<b>3. Economically Disadvantaged Students</b>	N/A	45	44	29	35
Number of students tested	N/A	22	14	18	22

\*Data was obtained from DESE using Achievement Level Reports (N/A=less than 10 students)