

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

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

Name of Principal Mr. James P. Antonelli

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

Official School Name Westford Academy

(As it should appear in the official records)

School Mailing Address 30 Patten Rd.

(If address is P.O. Box, also include street address.)

Westford

Massachusetts

01886-1923

City

State

Zip Code+4(9 digits total)

County Middlesex

State School Code Number\* 03260505

Telephone (978) 692-5570

Fax (978) 692-5502

Web site/URL http://wa.westfordk12.us/Pages/Index E-mail jantonelli@westfordk12.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Everett V. Olsen

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

District Name Westford

Tel. (978) 692-5560

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Mariclaire O'Neal

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 6 Elementary schools  
 \_\_\_\_\_ 2 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 10 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9317  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 11788

### 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 are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 4 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
Pre K	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	215	202	417
2	0	0	0	10	195	206	401
3	0	0	0	11	199	191	390
4	0	0	0	12	195	177	372
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1580</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 11 | % Asian or Pacific Islander        |
| 0  | % Black or African American        |
| 0  | % Hispanic or Latino               |
| 89 | % White                            |

**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   2   %

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 to the school after October 1 until the end of the year	11
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	24
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	35
<b>( 4 )</b>	Total number of students in the school as of October 1	1527
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.02
<b>( 6 )</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:   25   %
- |   |   |
|---|---|
| 4 | Total Number Limited English Proficient |
|---|---|

Number of languages represented:   3  

Specify languages: Chinese, Korean, Mandarin Chinese

9. Students eligible for free/reduced-priced meals:   3   %

Total number students who qualify:   48  

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:  $\frac{8}{134}$  %  
 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>65</u>	Speech or Language Impairment
<u>63</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>4</u>	Visual Impairment Including Blindness
<u>0</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>4</u>	<u>0</u>
Classroom teachers	<u>106</u>	<u>7</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>8</u>	<u>0</u>
Total number	<u>124</u>	<u>7</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  $\frac{14}{1}$  : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	95 %	94 %	94 %
Daily teacher attendance	98 %	97 %	97 %	97 %	98 %
Teacher turnover rate	3 %	2 %	2 %	2 %	2 %
Student drop out rate (middle/high)	5 %	1 %	9 %	9 %	5 %
Student drop-off rate (high school)	1 %	1 %	1 %	1 %	1 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	337	
Enrolled in a 4-year college or university	80	%
Enrolled in a community college	14	%
Enrolled in vocational training	2	%
Found employment	4	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Westford Academy is one of the oldest high schools in Massachusetts. The name Westford Academy remains because we have a Board of Trustees that provides \$80,000 worth of scholarships to our graduating seniors. The Trustees also provide a \$20,000 gift award each year to purchase National Honor Society book awards, and to support technology within the school building. When the school was purchased by the town, the Trustees asked the town to keep the name 'Westford Academy', and they would continue to support with scholarships through their endowment.

We are a college preparatory high school, which offers a rigorous curriculum, supported by differentiated instruction. Most of our teachers have a Master's Degree and are highly qualified to teach within their specific discipline. Our classes range from college prep to advanced placement. We also offer extensive co-curricular activities and have outstanding athletic program. Our MCAS (Massachusetts Comprehensive Assessments System) scores are in the top 10% in the state. Our per pupil expenditure is below the state average by close to \$2000.

Our school building is bright and cheery, and was expanded and re-furbished in the year 2000. The school is built to hold 1800 students and our current enrollment is 1580. The outside facilities are appropriate and provide a positive environment for all of our students.

The mission of our school is the following: 'Westford Academy, in partnership with the home and community, provides a safe climate of high expectations and academic excellence. The school community is committed to promoting integrity and critical thinking, while fostering tolerance and life-long learning in an ever changing global society.'

We offer a safe environment, supported by professionals that truly care about each and every student. Our guidance department works extremely hard to ensure students are challenged appropriately with their course selection and ready for life after high school. The administration is committed to creating a safe environment, where students are allowed to take risks and think 'outside the box.' Discipline is fair and consistent and we encourage all students to advocate for themselves.

Parents are a vital part of our school culture and we foster communication with our parents throughout the school year. The home-to-school partnership is very important, and we believe that communication is critical to the success of each student.

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

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

Our school participates in the Massachusetts Comprehensive Assessment System (MCAS) currently we test sophomores in English Language Arts and math. Freshman are tested in science and technology, and sophomores and juniors are tested in U.S. History. Students can achieve the following schools- Advanced, Proficient, Needs Improvement, or Warning. Massachusetts provides funding to support any student that does not meet the minimum competency score of 220. The scale goes from 200 to 260. This past year, Massachusetts has provided additional funding to schools to improve scores. The goal is to move students from the warning/needs improvement category to the proficient range. (The website is [www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas))

The mean scaled score for Westford Academy students was 244 in English Language Arts (Proficient Range) and 254 in math (Advanced Range) In 2006-2007 we were honored as a Massachusetts - Commonwealth Compass School for continuous improvement.

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

After the results are returned from the Massachusetts Department of Education each principal alongside a curriculum coordinator for math, English, science and social studies meet to discuss the results. Each question is reviewed for its connection to the curriculum and Massachusetts Frameworks. Department meetings take place within each discipline to discuss delivery of curriculum and how a particular question(s) could be taught differently.

The hard part about this review, is that each year the number of questions regarding each standard change. Example, in 2007-2008 10 questions may have covered number sense on the math exam. The next exam may only have 2 questions in regard to number sense. Therefore it is somewhat of a moving target. Teachers need to focus on every part of the frameworks and teach each section with equal vigor.

Students that do not pass the MCAS exam are offered individualized tutoring which is financially supported by the Commonwealth and our school district. Students can take a re-test up to 5 times in order to reach the minimum competency required to graduate. Most, if not all our student pass after taking the first round of re-tests. The percent of students that fail is less than 1%.

Data is reviewed continuously by department members and the leadership within the school. The evidence that is provided through these standardized tests are invaluable. Data drives our decisions around curriculum and our goal is to continuously improve.

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

The Westford School Committee reviews the results each year and the Assistant Superintendent of Curriculum and Instruction presents the results to the community through community access television. Results are also posted on our website, and in local newspapers. The media does a terrific job analyzing and presenting the results in a timely fashion. Individual reports for our students are sent to each household. The results describe how our district (Westford) compared to local and state averages

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

Local media provides sufficient coverage of school district results. The Massachusetts Department of Education also post all statewide results which anyone can review. The principal also notifies parents of the school results through an annual newsletter.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Teaching and Learning is the core mission of our school system. The curriculum that we teach is aligned with the standards of the Massachusetts Curriculum Frameworks. Student outcomes for each subject area at each grade level are listed in our Curriculum Benchmark documents. Westford educators are supported in teaching the curriculum through a robust program of professional development.

The WPS Curriculum Benchmarks are curriculum outcomes for each grade and discipline based on the Massachusetts Curriculum Frameworks. They were compiled by the school system's Curriculum Task Committees under the supervision of Director of Curriculum and Instruction Lorraine Tacconi-Moore.

The primary purpose of assessment is to provide information that will improve student learning. Teacher to analyze student progress for the purpose of modifying and refining the teaching/learning cycle to better meet student needs and to give students and parents feedback on student progress. Assessment is also used to enable educators to make informed decision concerning curriculum and the instructional program.

Foreign language is an elective course, but 95% of our students take a minimum of two years at the high school level. Foreign language is offered at the middle school level with an exploratory offering in grade 6. Languages that are offered with the Westford Public School System are Spanish, French, Latin, German and next year Mandarin.

### 2b. (Secondary Schools) English:

The English curriculum is very rigorous. We offer college prep, honors and advanced placement courses. Many of the curriculum items are listed below:

Acquire vocabulary, demonstrate an in-depth understanding of elements of poetry, short stories, novels, drama and nonfiction, complete independent reading assignments, explore themes, research poets and literary criticism, complete writing assignments that encompasses vocabulary and conventions of grammar.

Below is a description of what is done for the student that has difficulty reading.

#### Developmental Reading Grade 10

Continue to increase both literal and analytical comprehension skills through the reading and analysis of literature

Study issues and works of literature related to coursework of English Fundamentals 10 in order to reinforce and supplement class reading and increase levels of understanding

Will learn to apply increased competence in reading strategies to textbook reading and assignments in other subjects

Advance their writing of effective Reading Response paragraphs and strengthen organization of five paragraph expository essays in preparation for the MCAS

WESTFORD PUBLIC SCHOOLS  
Curriculum Benchmarks

### 3. Additional Curriculum Area:

4. **Instructional Methods:**

Teaching and Learning is the core mission of our school system. The curriculum that we teach is aligned with the standards of the Massachusetts Curriculum Frameworks. Student outcomes for each subject area at each grade level are listed in our Curriculum Benchmark documents. Westford educators are supported in teaching the curriculum through a robust program of professional development.

Differentiated instruction is a key component of our success. Our logo in Westford is 'Shaping the future, one child at a time.' We individualize instruction within the classroom to work with all learning styles. Teachers provide different modes of instruction throughout the school day. Students have opportunities to work in groups, there are cooperative learning activities, labs, and other types of instruction to engage students.

5. **Professional Development:**

Professional development in Westford is directly linked to goals of our district's blueprint and technology plan and individual school improvement plans. Focus areas for professional development include expanding educators' knowledge of standards based curriculum, differentiated instruction to meet the needs of all students, and comprehensive means of assessment to increase student achievement.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 10 Test MCAS

Edition/Publication Year \_\_\_\_\_ Publisher MA Dept. of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced	93	89	91		
% "Exceeding" State Standards					
Proficient	49	41	47		
Number of students tested	383	345	358		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced	100	75	50		
% "Exceeding" State Standards					
Proficient		50	50		
Number of students tested	1	4	2		
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced	99	91	93		
% "Exceeding" State Standards					
Proficient	23	32	38		
Number of students tested	34	22	29		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Advanced	100	80			
% "Exceeding" State Standards					
Proficient	50	20			
Number of students tested	2	5			
4.					
% "Meeting" plus % "Exceeding" State Standard					
Advanced					
% "Exceeding" State Standards					
Proficient					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced	92	98	98		
% "Exceeding" State Standards					
Proficient	18	25	23		
Number of students tested	383	345	358		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced	100	50	100		
% "Exceeding" State Standards					
Proficient		50	100		
Number of students tested	1	4	2		
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced	99	95	93		
% "Exceeding" State Standards					
Proficient	23	9			
Number of students tested	34	22	29		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Advanced	50	80	0		
% "Exceeding" State Standards					
Proficient	0	20	0		
Number of students tested	2	5			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					