

# 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. Donald Keith Enoch

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

Official School Name Williamstown Elementary School

(As it should appear in the official records)

School Mailing Address 418 Williams Avenue

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

Williamstown

West Virginia

26178-1246

City

State

Zip Code+4(9 digits total)

County Wood

State School Code Number\* 45794

Telephone (304) 375-7675

Fax (304) 375-4894

Web site/URL https://www.edline.net/pages/WESBee E-mail denoch@access.k12.wv.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. William A. Niday

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

District Name Wood County Schools

Tel. (304) 420-9663

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 Mr. John E. Marlow

(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: \_\_\_\_\_ 19 Elementary schools  
 \_\_\_\_\_ 5 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 3 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 27 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8321  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8449

### 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. \_\_\_\_\_ 3 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 5 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
K	28	46	74	8			0
1	36	35	71	9			0
2	31	35	66	10			0
3	35	42	77	11			0
4	35	38	73	12			0
5	35	38	73	Other			0
6	40	49	89				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>523</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 0  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 99 | % 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 5 %

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	15
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	10
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	25
<b>( 4 )</b>	Total number of students in the school as of October 1	523
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1 %
- |   |   |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 130

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: 16 %  
80 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>        </u>	Autism	<u>1</u>	Orthopedic Impairment
<u>        </u>	Deafness	<u>2</u>	Other Health Impairment
<u>        </u>	Deaf-Blindness	<u>4</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>39</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>        </u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>2</u>	Visual Impairment Including Blindness
<u>        </u>	Multiple Disabilities	<u>        </u>	

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>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>10</u>	<u>0</u>
Total number	<u>51</u>	<u>0</u>

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

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 %	98 %	95 %	0 %	0 %
Daily teacher attendance	95 %	94 %	95 %	0 %	0 %
Teacher turnover rate	0 %	0 %	6 %	0 %	0 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

High incident of influenza in 2006-2007.

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

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

On October 28, 2007, Williamstown Elementary School, Williamstown, West Virginia, observed its 100th year celebration. After the speeches and presentations, everyone sang, 'We Are the People of the 21st Century.'

As Williamstown Elementary School looks toward its second century of history, our 21st century vision, 'Learning for all . . . whatever it takes,' is the driving force behind every action. We are committed to creating opportunities for all of our 523 students to achieve high levels of success and to developing each student's capacity to think critically and collectively. These values are fostered in a learning community that nurtures strong ties among students, faculty, parents, and community.

Our school has a long history of community involvement and continues to be a center of activity for Williamstown, a small town on the Ohio River. Dozens of parents and community members volunteer each day tutoring students one-on-one, working with small groups, reading to students, and assisting with classroom activities. On evenings and weekends our gymnasium and playground are used by the community. Business Partner, Williamstown Bank, sponsors a bank saving program for all our students. They visit our school each month to provide student financial literacy and practice. They also sponsor an annual sixth grade Honors Banquet where students are rewarded for grade averages of 3.5 and above. We recently formalized another partnership with Hino Motors, which will create a math tutoring program for students in grades 4-6.

Williamstown is a residential area that continues to grow, providing a more diverse student population. 78% of the faculty are veteran teachers who have spent their careers at Williamstown Elementary School. Our teaching staff is 99% highly qualified, and we are proud to have 15% of our staff with National Board certification.

Williamstown Elementary School is a Professional Development School in partnership with West Virginia University at Parkersburg. The Education 401 course, taught the semester prior to student teaching, is taught on our campus. The college students work in our classrooms as teachers and learners. The university provides many resources to our school including high quality professional development, grants for materials, and a well-stocked lending library.

Recognized as a West Virginia Exemplary School in 2005, 2006, and 2007, Williamstown Elementary School has achieved Exemplary Accreditation Status since 2002. We have met Adequate Yearly Progress since the inception of No Child Left Behind and our state test scores have been consistently above county and state averages.

Even though our building is 100 years old, our classrooms and hallways have brightly colored walls with large windows that bring in the natural light. Illustrations of favorite children's books have been painted by parent volunteers in classrooms and hallways. We are blending the old with the new. Our school includes a computer lab, interactive white boards, projection devices, laptops, and wireless routers.

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

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

West Virginia requires that all elementary students in grades three and above take the West Virginia Educational Standards Test (WESTEST). WESTEST is a customized, criterion referenced test aligned to West Virginia's Content Standards and Objectives (CSOs). WESTEST is designed specifically for West Virginia students in grades 3-8 and 10. Information regarding WESTEST can be found at <http://westest.k12.wv.us/>. Students are ranked by five achievement levels; distinguished, above mastery, mastery, partial mastery, and novice. Students scoring at or above the mastery level are defined as proficient. All students are expected to attain Proficiency by 2014. West Virginia has set annual measurable objectives for a percentage of each subgroup to attain the Proficiency level. To achieve Adequate Yearly Progress (AYP), each subgroup of 50 or more students at our school must attain these objectives in both reading/language arts and mathematics.

Due to our school demographics, we have three areas that have the required number of 50 students. These are All Students, White Students, and Low Socio Economic Status (SES) subgroups. The White group, 98%, is primarily the same as our All group. We do maintain a close watch on our students with disabilities and therefore report and analyze this group's scores for internal and county level purposes.

Williamstown Elementary's current WESTEST four year trend data indicate a rise in overall achievement in both reading/language arts and math for all students. In reading/language arts, the percentage of all students achieving mastery and beyond has risen from 88% to 92%, and the percentage of Low SES students achieving mastery and beyond has risen from 77% to 83%. Students with disabilities continue to show progress. In math the percentage of all students achieving mastery and beyond has risen from 85% to 89%. The percentage of Low SES students achieving mastery and beyond in math has risen from 75% to 80%. These increases are significant trends compared to the achievement of all students. This improvement is attributed to the impact of the professional staff development strategies in the classrooms and the change in teaching styles and implementation of the 3 Tier Reading Model.

For students with disabilities in math, the percentage achieving mastery and beyond has risen from 54% to 66%. The school continues to close the achievement gap for all students. We continually look at individual test results and implement a variety of instructional strategies to assist each student meet their individual needs.

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

Prior to students arriving in the fall, teachers and administrators review grade level and individual student WESTEST results. These results are compared to the West Virginia Content Standards and Objectives (CSOs) and our district's prioritized curriculum. Each teacher is provided individual student results that identify student deficiencies in the areas of 'Partial Mastery,' 'Novice,' and those 'Within 5% of Partial Mastery.' This information is provided for reading/language arts and math. The teachers in grade level teams review this information, as well as the item analysis data, to see what areas the students are having difficulties. Teachers meet weekly to plan strategies that promote exemplary teaching, as well as more focused instruction for students. County-wide informal assessment exams are given to students in grades 3-6 quarterly. These assessments provide teachers analysis of information on how students are progressing toward the mastery of the CSOs and the Prioritized Curriculum.

The use of collaborative data analysis has lead to individualized instruction and tracking of student progress. Teachers incorporate literacy stations, small group instruction, teacher-student conferencing, and frequent parent conferences. Through the use of these strategies, students of all abilities proceed at their level.

One way we monitor this progress is through the analysis of our DIBELS data. We utilize this data to make changes in instruction in the areas of Initial Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency. Intervention is provided in the areas that each student shows weakness. These interventions are provided by classroom teachers, reading resource teachers, reading interventionists, special education professionals, classroom aides and trained parents.

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

Student performance scores are communicated through written reports detailing each tested area. The indicator levels for each area are listed, as well as how the student compares to those score ranges. Teachers utilize these reports to conference with students and parents. Teachers help parents understand where their child scores in relationship to the upcoming curricular year and what areas need focus. Along with teacher-student-parent conferencing, the first PTA meeting of the year provides time for the administration to review test data. Each school is provided with a school report card that provides a comparison of how the school ranks in relation to No Child Left Behind and to all other elementary schools in Wood County and West Virginia. Parents are provided print outs of benchmark data and progress monitoring of their child's progress based on DIBLES reports.

School-wide performance is also made available through newsletters and celebrations. We celebrate each year with opening of school assemblies where we communicate our school accomplishments and lay out our goals and expectations for the coming year. We provide parents with articles in our monthly newsletter that help them to understand how education is changing, such as Reading Connection, L.I.F.E., articles by Dr. Susan Hall and the 95% Group. Our specific school information can be accessed through the following state department web sites.

<http://wveis.k12.wv.us/nclb/public07/replistdl.cfm?cn=096&xrep=0&sy=07&sn=235>

<http://wveis.k12.wv.us/nclb/public07/nclbmenu.cfm>

Williamstown Elementary is proud of the successes and regularly celebrates our school and student accomplishments. We do this by announcing, printing, and providing awards and awards assemblies to recognize Science Fair, Social Studies Fair, Spelling Bee, Young Authors, Young Illustrators, Reflections, and State and National Writing contest winners.

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

As a Professional Development School, we are a part of a network of other Professional Development Schools. We share our Williamstown Elementary successes and experiences in meetings and a network newsletter. Our 'Education Rounds' and 'Action Research' programs have been featured in the newsletter. Our school administrators have also presented our success stories at the National Professional Development Conference for the past two years.

Teachers demonstrate competent exemplary teaching practices and serve as models for our college students who observe 'Education Rounds.' During these classroom visits, pre-service teachers view small group differentiated instruction in reading/language arts, activity-based math lessons, and literacy centers. After the observations, classroom teachers debrief with college students while the school administrators and college professor teach the students. In addition, classroom teachers open their classrooms for visits from other teachers in the district to observe these research-based practices.

Our role as a Response to Intervention pilot school for the State Department Office of Special Education has placed us in a network of eleven schools from around the state. Williamstown Elementary is one of two non Title I schools to successfully implement the tenants of 3 Tier Instruction and DIBELS. Our work is discussed at state level meetings and conferences. In addition, we are a model school for educators from around the state to visit. Our principal serves as a presenter for the Regional Education Service Agency V Response to Intervention group and is a member of the State 3 Tier Reading Model Cadre.

Our teachers share classroom successes with each other at weekly grade-level meetings and again at monthly collaboration meetings with the administration. DIBELS data, quarterly formative assessment, and WESTEST data are analyzed and discussed. Teachers share which strategies have been most effective in helping students achieve at higher levels.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Our curriculum is grounded in West Virginia Content Standards and Objectives and Wood County Schools' prioritized curriculum. The curriculum is also differentiated to meet 21st century learning skills from the perspective of our vision for Williamstown Elementary School 'Learning for all . . . whatever it takes.'

State standards for reading language arts, mathematics, science, and social studies are delineated in the prioritized curriculum as 'big ideas.' Essential questions frame the learning process and engage students in exploring key concepts. Standards and objectives for the visual and performing arts are taught separately and integrated across the curriculum.

In designing learning experiences, teachers use the concept of 'backward design' introduced by Grant Wiggins and Jay McTighe in *Understanding by Design* (1998). First they ask, 'What should students know, understand, and be able to do?' Next, they decide what assessments to use as evidence of understanding. After identifying goals and assessments, they design learning experiences to match their goals and assessments.

Reading/language arts are presented as one content area under state and district guidelines. The curriculum addresses the five components of reading, writing for understanding, the writing process, grammar, speaking, viewing, and listening. We are a pilot school for the West Virginia Response to Intervention project.

The mathematics curriculum addresses numbers and operations, algebra, geometry, measurement, data analysis and probability. The math curriculum, which focuses on a standards-based inquiry model of instruction and incorporates problem solving and critical thinking.

Social Studies standards address citizenship, civics and government, economics, geography, and history. 4th graders study U.S. history and the history and government of West Virginia.

Hands-on investigations are a high priority in the science curriculum. Science, as inquiry, ranges from 'Why do scientists ask questions?' in kindergarten to applying scientific inquiry to daily life in grade 6. Teachers make strong connections between science and math.

Established 15 years ago, the Williamstown Elementary School Outdoor Education Program is outstanding and unique to Wood County and West Virginia. This interactive science camp provides students with intense learning in Grant County, West Virginia, where they study flora, geological formations, biology, history, and wildlife. They keep daily journals and report on their findings. The camp is staffed by teachers, administrators, parents, and a nurse.

In the visual arts, students create a variety of two and three-dimensional classroom and school projects as they learn the elements and principles of art. They use art to express ideas and to appreciate the role of art in history and culture.

Musical performances are a hallmark of Williamstown Elementary School. As students prepare for concerts and community events, they learn to read and notate music and perform with technical accuracy. Students are involved in choir, instrumental music, and a Suzuki violin program also unique to Williamstown Elementary.

### **2a. (Elementary Schools) Reading:**

Our reading curriculum is a 3-Tiered Response to Intervention model. Our goal is to meet the needs of all readers by catching students early as their strengths and weaknesses are assessed. By providing early support at the range within which each child can learn, we

implement interventions before the student falls significantly behind. Intervention is provided through differentiated instruction based on formative assessment data. Progress monitoring informs the teacher of each student's progress and this information is used to guide instruction in whole class and/or small group lessons.

In grades K-5, MacMillan McGraw-Hill Treasures provides research-based systematic and explicit instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. For sixth graders, selections in Prentice Hall Literature are identified by reading skill.

West Virginia requires uninterrupted blocks of time for reading language arts: 90 minutes for K-2 and 60 minutes for grades 3-5. This time includes a balance of whole class, small group, and one-on-one instruction and literacy centers. Explicit instruction is presented directly through teacher modeling, supported application, and guided and independent practice.

Our goal is to have every child say and believe, 'I am a reader.' This year's study of *The New Guided Reading Handbook* by Jan Richardson was a vehicle for expanding strategies to reach and teach struggling readers. In our book study sessions, teachers share in a learning community as they learn how to effectively use running records while listening to children read. They tailor instruction to make all children feel successful. Over the course of our book studies, changes have occurred in our classrooms and a shift in attitude among teachers who previously appeared to resistant change.

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

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

At Williamstown Elementary, we see our students deeply engaged in mathematics. For the past three years, teachers have been moving away from traditional instruction toward a standards-based, inquiry model with Investigations, a National Science Foundation approved program published by Scott Foresman. Through intensive summer training, teachers are learning to shift to an emphasis on mathematical reasoning and problem solving. This new focus relates directly to our mission, 'To foster lifelong learners who know how to keep on learning in the 21st century.'

In our classrooms you will see students working in a variety of groupings: as a whole group, in small groups, in collaborative pairs, and individually. Students consider their own reasoning as well as the reasoning of others and use more than one strategy to double check answers. Rather than using only pencil, paper, or a chalkboard, students use tiles, cubes, blocks, measuring tools, and a variety of other materials. Students communicate about math orally, in writing, and by using pictures, diagrams, and models. Our students participate in collective inquiry and develop collegial relationships with others while working in this environment.

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

Differentiated instruction, previewing and scaffolding, 'Fantastic 4' instructional strategies, and Write-to-Learn quick writes have contributed significantly to improve our students' learning. The multiple pathways to learning that are at the heart of differentiated instruction lead to student engagement and high expectations. Teachers identify individual students' readiness, interests, and learning profiles and provide a range of auditory, visual, and tactile activities and resources.

Previewing background knowledge and essential vocabulary in advance of lessons helps all students, as well as struggling learners, approach new learning experiences without fear. Scaffolding offers a temporary support that assists students in accomplishing tasks they could not complete alone.

The 'Fantastic 4' are four instructional strategies from Robert Marzano's *Classroom Strategies That Work* (2001). The four strategies 'vocabulary in the context of content, graphic organizers, collaborative pairs, and summarizing' help students make connections across the curriculum. Write-to-Learn quick writes are short, spontaneous, unedited pieces of writing that help students discover and shape meaning.

Taken together and modified to match the needs of different students in classrooms,

these instructional methods continue to improve teaching and learning at Williamstown Elementary School.

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

Our partnership with West Virginia University at Parkersburg and our district's school-based professional development program offers teachers a repertoire of research-based instructional strategies. Students are challenged from a classroom and school culture of continuous learning and improvement.

The University Dean of Education meets with our faculty twice a month to teach research-based practices in cooperative learning. Twenty-first century skills such as teambuilding, communication, higher-order thinking, and concept mastery are incorporated into our classrooms.

On-site education students work with our students each semester. They also conduct 'action research' with the assistance of classroom teachers. Our students benefit as instructional practices are scrutinized, studied, and strengthened through this collaborative process. The college students also share and model research-based practices they are learning with veteran teachers. The university also provides professional development in Action-Based Learning: movement activities and 'brain breaks' which enhance learning.

Our school's book studies, led by district literacy coaches, offer exceptional professional development. The focus over the past two years has been differentiated instruction in reading. This year we are using *The New Guided Reading Handbook* by Dr. Jan Richardson. Teachers learn new strategies for scaffolding student learning; observe model lessons, and share concerns and successes.

Williamstown Elementary has a professional development leadership team of teacher leaders who are trained by the district on research-based instructional strategies such as previewing, scaffolding, vocabulary in context, graphic organizers, collaborative pairs, summarizing, differentiated instruction, and write-to-learn. Our leadership team then tailors school-wide professional development activities to meet the needs of our faculty. The team models the strategies and teachers collaborate and discuss practical applications. The district follows up with a survey on the effectiveness and practicality of our professional development.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test WESTEST

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	91	81	99	88	
% "Exceeding" State Standards	30	58	36	44	
Number of students tested	68	68	71	81	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	94	83	86	89	
% "Exceeding" State Standards	30	50		77	
Number of students tested	21	18		21	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	94	95	93	76	
% "Exceeding" State Standards	58	44	38	34	
Number of students tested	70	75	78	87	
Percent of total students tested	100	100	99	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	86		65	
% "Exceeding" State Standards	47	21		25	
Number of students tested	15	28		20	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	84	91	84	89	
% "Exceeding" State Standards	34	35	38	40	
Number of students tested	82	80	92	82	
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	81	84		78	
% "Exceeding" State Standards	32	21		29	
Number of students tested	31	19		28	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	94	94	95	95	
% "Exceeding" State Standards	49	56	51	46	
Number of students tested	83	97	90	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	85		90	
% "Exceeding" State Standards	40	41		46	
Number of students tested	25	27		11	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	81	85	83	85	
% "Exceeding" State Standards	26	42	36	31	
Number of students tested	68	68	71	81	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	71	94		75	
% "Exceeding" State Standards	29	34		30	
Number of students tested	21	18		20	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	89	83	86	84	
% "Exceeding" State Standards	50	26	37	29	
Number of students tested	70	75	78	87	
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	87	71		70	
% "Exceeding" State Standards	53	21		15	
Number of students tested	15	28		20	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	89	93	84	82	
% "Exceeding" State Standards	45	44	38	21	
Number of students tested	82	80	92	82	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	94	74		82	
% "Exceeding" State Standards	48	43		15	
Number of students tested	31	19		28	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	94	94	93	87	
% "Exceeding" State Standards	37	37	28	32	
Number of students tested	83	97	90	88	
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Econ. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	88	89		72	
% "Exceeding" State Standards	24	22		37	
Number of students tested	25	27		11	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					