

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 1504 Fallbrook Street (If address is P.O. Box, also include street address)

West Sacramento, CA 95691-3698 City State Zip Code+4 (9 digits total)

Tel. (916) 375-7730 Fax (916) 375-7749

Website/URL www.myschoolonline.com Email ekleiser@wusd.k12.ca.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

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

Name of Superintendent Mr. Stuart Greenfeld (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Washington Unified School District Tel. (916) 375-7600

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

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 8 Elementary schools
 1 Middle schools
 0 Junior high schools
 2 High schools
 11 TOTAL

2. District Per Pupil Expenditure: \$6,538
 Average State Per Pupil Expenditure: \$6,837

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. 13 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
K	30	30	60
1	44	36	80
2	44	36	80
3	45	35	80
4	42	51	93
5	50	48	98
6	47	42	89
TOTAL STUDENTS IN THE APPLYING SCHOOL			580

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>61</u> | % White |
| <u>4</u> | % Black or African American |
| <u>25</u> | % Hispanic or Latino |
| <u>6</u> | % Asian/Pacific Islander |
| <u>4</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 25%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	84
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	51
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	135
(4)	Total number of students in the school as of October 1	547
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 11 %
59 Total Number Limited English Proficient

Number of languages represented: 10

Specify languages: Minko, Hmong, Lao, Mien, Napali, Russian, Spanish, Tagalog, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 55 %

306 Total Number Students Who Qualify

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

10. Students receiving special education services: $\frac{10.79}{60}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 31 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 23 </u> Speech or Language Impairment
<u> 4 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> 1 </u> Emotional Disturbance

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> </u>
Classroom teachers	<u> 24 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 4 </u>
Paraprofessionals	<u> 5 </u>	<u> 2 </u>
Support staff	<u> 5 </u>	<u> 10 </u>
Total number	<u> 37 </u>	<u> 18 </u>

12. Student-“classroom teacher” ratio: K-3, 20:1; 4-6, 30:1; Special Day Class (SDC), 11:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	94.84%	94.12%	94.03%	94.96%	94.19%
Daily teacher attendance	93.5%	94.5%	94.2%	94.2%	95.4%
Teacher turnover rate	4%	14%	6%	6%	14%

PART III – SUMMARY

Westmore Oaks, rich in cultural diversity, is one of eight elementary schools in the Washington Unified School District in West Sacramento, California. A K-6 school with 580 students, Westmore Oaks opened its doors in 1952 and was granted school-wide Title I status in August 2001. Westmore Oaks is proud of its long legacy of superior student achievement, high expectations for academics, behavior and attendance, parent involvement, and family atmosphere. Our vision is *to ensure that **all students** are held accountable to meet **rigorous academic standards** in a physically and emotionally safe, enriched learning environment that supports academic risk taking. Students are empowered to become independent, self-disciplined and confident problem solvers.* Our school is the school of choice for many families. Twenty-five percent of our students attend Westmore Oaks on transfer agreements. Despite boundary changes and a poverty level that has increased from 39.4% to 55% in the last four years, our students' standardized test scores continue to soar. Westmore Oaks was selected as a CA Distinguished School in May 2002, and is currently a National and State Title I Achieving School nominee.

Our staff has a high level of commitment, cooperative spirit, and low teacher turnover. Team members arrive early, remain late, and often meet on weekends to plan, prepare, display work, and collaborate. We are dedicated to providing a balanced educational program in a caring, safe, nurturing student-centered environment. The program is designed to meet the learning needs and styles of all students including our English language learners (10 languages), high-achieving students, students receiving special education services, students from diverse cultural backgrounds, and students struggling to meet academic and behavioral standards. Westmore Oaks' program promotes cooperative learning, hands-on experimentation, and real world experiences in all curricular areas. In order to meet students' diverse needs in reading and math, Westmore Oaks provides after school tutoring and many classroom interventions.

Language arts and mathematics curricula are based on the rigorous California Standards. Grade level teams meet weekly to ensure each standard is being addressed, implemented and assessed through daily classroom instruction. Lesson plans are submitted to the principal. Release time is provided six times during the year for grade level teams to meet and review student assessment data in reading and math, and develop intervention plans. Assessment data drives the curriculum. Grade level teams meet with the principal to review students' progress, and the principal observes classroom instruction.

The Westmore Oaks program involves instilling values, empowering students to become independent and self-disciplined, and emphasizes respect for self and others. There is a commitment to the belief that every child will be successful. Awards assemblies are held each trimester to recognize students' academic accomplishments, outstanding citizenship, attendance, homework, and effort. To provide parents with support, staff, students, and parents participate in Family Literature, Writing, Science, Music, and Math nights. Our reading incentive program stresses the importance of at home reading and because of our students' commitment to reading we have received the Governor's Reading Award for the past two years.

Westmore Oaks has an active PTA that supports the classroom teachers in their efforts by volunteering time and expertise. Through fundraising efforts, the PTA provides our children with rich educational experiences such as field trips and assemblies, and purchases technology equipment. Funds are provided for teachers to purchase supplemental reading materials, awards and incentives, and other supplies to support student achievement. The PTA also sponsors a family barbeque and a carnival for the students. We are fortunate to have many parents, community members, and high school and middle school students serving as volunteers. Volunteers listen to children read, provide assistance in learning math facts and concepts, offer encouragement, serve as role models, share careers and heritage, and/or chaperone field trips. Last year our volunteers put in over 10,000 hours working with children.

Westmore Oaks is rich in its diverse population of loving children, involved parents, devoted staff, and dedicated community. There is a commitment from everyone to provide quality educational experiences for our children, so that our vision is truly a living one, preparing our children for their next steps in life.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The narrative for Question I of Part IV contains (a) a brief explanation of state tests, (b) a description of the students excluded from the testing program (which students, how many, the reasons for the exclusion, and how they are assessed must be described), and (c) if data are disaggregated, the reasons for any disparities among subgroups.

All students in California in grades 2-11 participate annually in the Standardized Testing and Reporting (STAR) Program which includes: a standardized, norm-referenced test (SAT 9, changing this year to CAT 6); California Standards tests which assess progress towards meeting State standards in core curricular areas; an alternative assessment for severely handicapped students. No groups of students are excluded from this assessment program, however, individual students may be exempted by their parents from any or all of the assessments.

The results of these assessments are used to establish an Academic Performance Index (API) for each school in the State. The API is the cornerstone of the State's accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index between 200 and 1000. A school's score or placement on the API is an indicator of that school's performance level. A school's growth is measured by how well it is moving to meet State target goals. Progress is monitored for all students as well as significant subgroups.

The weighting and calculations used to establish the API, based on the various State assessments, have been revised over the years of implementation. The weighting of the California Standards tests has increased as the State assessments become aligned to the State standards. Results of the Standards assessments with levels of performance are available for two years for language arts and one year for mathematics. The SAT9, however, has been the norm-referenced test used for the past five years. Three sets of assessment results have been submitted for Westmore Oaks Elementary as indicators of academic success: **Academic Performance Index**; **SAT9** norm-referenced test; **California Standards** tests. These results are found in the appendices of this application beginning on page 13.

A review of the API results for the 2000-2002 school years shows that the school has made dramatic progress. In 2002, the school made 10 times the growth that was targeted by the State for all students. Westmore has not only met but also well exceeded its API growth targets every year. This is true for all students as well as the significant subgroups – socio-economically disadvantaged and Hispanic.

The SAT9 provides data on both reading and mathematics and provides scores that can be compared against national norms. These results correlate with the API results and show that Westmore Oaks students' mean scores have been increasing, not only for all students but for the economically disadvantaged students as well. A comparison of the 1998-99 and the 2001-02 Total Mathematics scores demonstrates that the "all students" category in each grade level increased between 11 and 29 percentile points and the economically disadvantaged increased between 12 and 34 points. The Total Reading subtest of the SAT9 provides data that indicates a similar trend of improved scores for all students and the identified subgroup. The 1998-99 school year was used for these comparisons because it was the first year that "socio-economically disadvantaged" was identified as a school subgroup on the SAT9 by the State. Due to District boundary changes, the school increased in free and reduced lunch from 39.4% in 1997 to 54.4% in 1998. The poverty measure has increased, and the student scores and achievement continue to rise.

A look at the California Standards tests results also substantiates the growth that has been made by Westmore Oaks. The 2002 report data shows 44% of students are at the proficient and advanced levels in language arts as compared to 33% in the State. In math, 48% are at these levels at Westmore Oaks compared to 36% in the State. In both areas, the school is outperforming the State.

All of the measures used in the State's accountability system show that the high expectations for student performance at Westmore Oaks have translated into positive academic growth for all of its students.

2. The school shows through examples that teachers and administrators monitor and continually use assessment data to understand and to improve student and school performance.

Before the school year begins, the staff meets to review students' assessment results from the previous year's SAT9 standardized test, CA Standards tests, district's assessments in math computation and problem solving, writing, reading comprehension and fluency, phonemic awareness and letter recognition (1st grade), and disaggregated information from subgroups including socio-economically disadvantaged, ethnicity, English learners, and gifted and talented (GATE). Grade level teams analyze individual student's assessment data and establish strategies to meet the needs of all learners. During the first two weeks of school, teachers use curriculum based assessments to assess reading fluency, comprehension, sight words (1st grade), letters and sounds (K and 1st), and basic math skills. Teachers identify students in need of moderate or intensive intervention and develop a plan to meet their needs.

Techniques teachers use to assess student achievement toward attaining State standards include: pre and post tests; class discussions; individual, partner, or group oral and/or written presentations; independent practice; teacher monitoring. Following each Open Court unit (the district adopted language arts program), students are tested on fluency, comprehension, skills, vocabulary, and spelling. Grade level teams are provided with release time to meet with the district's reading coach, site reading specialist and principal to review students' assessment results. Teachers compare each student's current scores with scores from the previous unit. The team develops a strategic plan to enhance student performance. A similar process is used for math. At the end of each trimester, students take the district math benchmark assessment aligned with the Scott Foresman mathematics curriculum. Again, grade level teams are provided with release time to meet with the district math coach to review students' assessments and develop strategies to improve instruction and meet students' needs. All teachers use assessment results to drive the curriculum. The cycle continues: instruction; guided practice; independent practice; assessment; identify area(s) of need; provide intervention; reassess; evaluate student's growth.

3. The school regularly communicates student performance, including assessment data, to parents, students, and the community.

The school communicates with the educational stakeholders in a variety of ways. By the third week of school Westmore Oaks hosts Back-to-School Night for parents. Teachers explain the California Standards for Language Arts and Mathematics while introducing the Open Court Reading and Scott Foresman Math standards-based academic programs. Parents receive the district's "Parent Handbook of Student Academic Learning Expectation for Grades K-6." This handbook contains the standards in all core academic areas. The CA Standards are posted in each classroom and teachers begin the lesson by discussing the standard(s) students will be working to achieve. Teachers and students review class work and homework assignments, and assessments. Teachers have conferences with students not meeting standards, maintain portfolios for students, and review student's growth with the child.

By the tenth week, teachers meet individually with parents to review each student's progress. If a student is at-risk, the parents and teacher design an "intervention learning plan". Teachers send student work assessments home weekly. A standards-based report card is sent home following each trimester. For struggling students, progress reports (grades 3-6) are sent to parents half way through the trimester period. Anytime a parent or teacher is concerned about a child's progress, the two communicate either by phone, e-mail, or have a meeting. Parents receive an informative letter with their child's norm-referenced SAT9 scores and CA Standards tests scores during the summer. Principal or teachers are available to interpret the results. When the Academic Performance Index (part of the State accountability system) scores arrive, the principal includes these in the monthly parent newsletter.

The community is kept informed of the school's academic performance through the

local newspapers, announcements at Chamber of Commerce meetings, School Board and City Council meetings, with the latter two televised on local cable. The school also disseminates the School Accountability Report Card yearly.

4. The school has a coherent and reasonable plan for communicating its successes with other schools in the event it wins the award.

Westmore Oaks is proud of its professional staff that boasts several mentor teachers, county and district recognized teachers of the year, demonstration teachers, curriculum coaches, leaders, and trainers. Several of our staff members hold master's degrees in various areas and all of our teachers are certified to teach English language learners. In addition, many teachers have been trained in Math Matters, a peer coaching and training program. The staff is accustomed to having colleagues from the educational community view demonstration lessons and sharing practices that have made Westmore Oaks students so successful. Staff members have conducted district, regional and State workshops and conferences on lesson plan design, parent conferencing, effective teaching practices, cooperative grouping, classroom management techniques, the writing process, computer technology, and Teacher Expectations for Student Achievement (TESA). The staff will continue these practices while focusing on providing presentations at conferences and workshops that are especially designed to help Title I school improvement schools. In addition, staff members plan to share their expertise statewide and nationally through technology. E-mail and the school's web site will be used to communicate our successes with those who may be interested in additional information or more detailed information regarding the school's efforts. Sample lesson plans as well as video taped lessons will be presented on our website.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum is comprehensive and well-designed. It engages students with significant content, based on high standards.

The Westmore Oaks' staff is dedicated to "building minds" by providing an invigorating, balanced standards-based curriculum that excites and meets the needs of all students. Our rigorous academic standards include content knowledge, application of skills and critical thinking, built on students' prior knowledge and incorporated into all learning experiences. Reading and writing are stressed in all curricular areas.

The SRA Open Court Reading program (K-6) was implemented in the fall of 2002. It is a research based curriculum grounded in systematic, explicit instruction that emphasizes the CA State Standards. Strategies and skills are arranged from the simplest to the most complex. The skills build on one another enabling our children to grasp complex concepts more easily. Through direct teaching, teacher modeling, student practice, class discussions, whole group, and small group instruction students learn these essential concepts: alphabetic principal; print awareness; phonemic awareness; systematic phonics; comprehension strategies and skills; inquiry techniques and strategies; the writing process and writing skills; spelling and vocabulary; grammar, usage, and mechanics. These concepts begin in kindergarten and get increasingly more complex as students move through the grade levels. Students are assessed daily either orally or through writing to check for understanding. Through daily small group instruction, our English language learners, high-achieving students, or at-risk learners are provided with support or enrichment activities. Children are involved in reading and discussing literature selections incorporating all fiction and nonfiction genres. Our children are provided with a literature-rich environment that instills a passion for lifelong reading and a love of literature and the written word.

The California Scott Foresman Mathematics program for grades K-6 was implemented in the fall of 2001. The program is based on the rigorous CA State Standards with the following strands taught at every grade: number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; mathematical reasoning. Direct teaching, modeling, and hands-on activities using manipulatives are the strategies implemented by teachers when introducing new concepts. These are followed by guided practice, independent practice, assessment, and when needed, re-teaching.

The core of the Visual and Performing Arts curriculum includes the Great Works of Art program, vocal and instrumental music, student play productions, and a yearly talent show.

The standards-based curriculum used for teaching science is the Holt Science and Technology series for grades K-6. The hands-on units allow students to work cooperatively in groups and physically participate in scientific exploration. The curriculum is supplemented with literature, videos, guest speakers, and field trips.

The Harcourt Brace Social Studies series is used in grades 4-6. Fourth grade students study California History, fifth graders delve into the history of the United States, and sixth graders retreat to Ancient Civilizations. Students are involved in research using the internet, report writing, family projects such as building a California Mission, art activities, and field trips: an archeological dig site to be involved in a dig; CA State Capitol to watch a legislative session; Coloma to experience panning for gold.

The Open Court Reading program supports the study of science and history/social science by including units on: medicine, weather, fossils, a changing America, heritage, making a new nation, and ecology.

Students learn to summarize, form critical opinions, understand logical relationships, construct and organize information, and draw conclusions. They are provided with a wide range of reading materials in the classroom and in our library, access to the internet, weekly visits to the library and instruction in the computer lab, and after school tutoring in reading, mathematics, and homework.

We provide a multi-dimensional learning environment that celebrates all curricular areas, especially language arts and mathematics.

2. The Reading curriculum is well-designed. It engages students with significant content, based on high standards. The reasoning behind the selection of this particular approach to reading is compelling.

Reading ability plays a central role in children’s lives, and at Westmore Oaks our goal is to ensure that all students learn to read and read well. The reading curriculum, based on the California standards and replicated research, is rigorous and challenges students to high levels of academic achievement. Students are engaged in common instructional practices across all grade levels. The program begins with an emphasis on automaticity in phonemic awareness and phonics in kindergarten and first grade. Comprehension skills including summarizing, predicting, and clarifying are also introduced at this time and become more sophisticated as students progress through the grades. Students start with decodable text to learn letter-sound relationships and increase fluency. Next, they move on to engaging anthologies that help develop a motivation to read. Direct instruction is the primary but not the only delivery system. Daily small group instruction allows teachers the opportunity to meet with students in flexible groups. English language learners are supported with strategies to make the curriculum comprehensible while other at-risk readers receive intervention at their level in the core program. Writing, an integral component of reading success, begins in kindergarten where students have daily opportunities to use their developing phonemic awareness skills to record their thoughts. Other writers are responding to literature, summarizing key concepts, and skillfully presenting evidence to persuade readers. Published pieces of writing are visible in every classroom and motivate students to do their best. Westmore Oaks has high expectations for all students and all teachers. The core language arts program is not taught as a set of isolated skills; it is taught as an infrastructure of conscious strategies under the control of the student.

3. The chosen curriculum area is rationally designed. It engages students with significant content, based on high standards. It relates to essential skills and knowledge based on the school’s mission.

Teachers’ emphasis on high expectations for themselves and their students is stressed in the implementation of the mathematics curriculum. The California Scott Foresman Mathematics series, based on the California Standards, is used with all students, and every classroom is equipped with the core instructional materials. The mathematics strands emphasized at each grade level are number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning. The Standards are posted in every classroom and referred to daily within the context of the lesson. Students are constantly challenged to use higher level thinking skills and as stated in our vision, are empowered to become independent, self-disciplined, and confident problem solvers.

Differentiated instruction is utilized to meet the learning styles of the students. Students are involved in hands-on activities using manipulatives when learning new concepts. Teachers continually check for understanding by having students use some type of hand signal such as “thumbs up” or “thumbs down”, having students use their individual white boards to work the problem then show their answer, and/or having students explain to the class how they arrived at the answer. This is done in a student-centered learning environment that supports academic risk-taking.

Teachers utilize a curriculum trimester map, based on the California Mathematics Standards, as a pacing guide to ensure that all key concepts have been taught prior to the trimester benchmark testing. Following the benchmark assessment, grade level teams meet with a district math coach to analyze students’ achievement data. Teachers use student assessment results to drive the curriculum. By having teachers

focus on the standards and use data to drive instruction, students in grades 2-6 in the last four years have increased their norm-referenced test percentile scores between 11 and 29 points.

4. There is effective use of a variety of instructional methods for the purpose of improving student learning.

In order for all students to grow academically and be successful learners, teachers employ various instructional strategies and approaches to learning to meet the individual needs of students – learning styles, varying abilities, backgrounds, and interests. These strategies include: teacher modeling; direct teaching; individual, small group, and whole class instruction; cooperative grouping; hands-on experimentation; audio and video tapes; class discussions; oral, shared, and reciprocal reading; content inquiry; checking for understanding; guided and independent practice; one-on-one tutoring; re-teaching. To enrich the academic program for our at-risk learners and high achievers, we have a cross-grade program that enables students to receive instruction in reading or math based on their needs. Teachers integrate inquiry based, hands-on learning activities, and critical thinking skills. Our teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to support our English language learners. Lessons are introduced by giving clear and focused explanations and clarifying expectations for academic achievement toward meeting the standards. They are presented in concrete, visual ways to facilitate comprehension of new concepts. Concept mapping, graphic organizers, role-play, drama, discussions with peers, experiments, and other concrete hands-on activities enhance students' understanding and retention of content. Vocabulary is taught within the context of the lessons to promote vocabulary development. The writing process, problem solving skills, and reading comprehension strategies – summarizing, predicting, monitoring and clarifying, making connections, visualizing, and asking questions – are implemented throughout the curriculum.

5. There is a coherent, ongoing professional development program focused on improving student achievement. The narrative identifies the impact of the professional development program on improving student achievement.

Professional development at Westmore Oaks is based on research and ensures that all teachers receive the content expertise necessary for students to meet rigorous academic standards. The school is focusing on language arts and mathematics in order to provide long-term, sustained, staff development. Teachers receive not only the breadth of training but also the depth of training they require.

To fully implement the Open Court reading program, all teachers including the site resource specialist and reading specialist/coach, attended the Governor's Reading Initiative summer in-service that provided 40 hours of in-depth training. During the school year an additional 80 hours of follow-up instruction is offered to assist teachers with implementing components such as English language development instruction, intervention strategies, and using assessment data to drive instruction. The principal also attended three days of comprehensive training on the Open Court Reading Program during the summer and has continued to receive training from regional content experts throughout the school year.

Professional development for the math program is on-going. Teachers received two days of training when the Scott-Forsman series was adopted in 2001-02 and continue to receive support through on-site coaching, site mini trainings, and district in-services. Several of Westmore Oaks teachers are part of the State Math Project and have become content experts and peer coaches providing supervised practice and structured debriefing.

Westmore Oaks greatly values professional development and has made a commitment to ensure that all students receive instruction from well-trained expert teachers. Staff feel competent in their knowledge of the curriculum and prepared as they take on effective instructional methods crucial to serve all children, especially those at risk. By having all teachers attend professional development activities that focus on implementation of the Open Court language arts and Scott Foresman mathematics curriculum, the results provide consistency in instruction and terminology for students as they move through the grades. This

continuity of instruction is reflected in the increase in students' scores on the State mandated assessments.

**Academic Performance Index
2000 - 2003**

Westmore Oaks Elementary

	2002 Growth API	2002 Growth Target	2002 Actual Growth
All Students	781	3	37
Hispanic	741	2	49
Socioeconomically Disadvantaged	739	2	36

	2001 Growth API	2001 Growth Target	2001 Actual Growth
All Students	745	4	33
Hispanic	699	3	18
Socioeconomically Disadvantaged	701	3	43

	2000 Growth API	2000 Growth Target	2000 Actual Growth
All Students	712	7	52
Hispanic	-	-	-
Socioeconomically Disadvantaged	658	6	62

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING _____

MATHEMATICS X

Grade 2

Test Stanford Achievement Test (SAT9)

Subtest total Total Math

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	69	53	58	44	46
Number of students tested	75	68	53	73	92
Percent of total students tested	97	*	*	*	*
Number of students excluded	2				
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	62	46	51	38	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING _____

MATHEMATICS X

Grade 3

Test Stanford Achievement Test (SAT9)

Subtest total Total Math

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	66	67	69	37	50
Number of students tested	80	59	74	74	77
Percent of total students tested	95	*	*	*	*
Number of students excluded	4				
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	63	58	62	29	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING _____

MATHEMATICS X

Grade 4

Test Stanford Achievement Test (SAT9)

Subtest total Total Math

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	58	69	60	47	54
Number of students tested	69	71	70	61	102
Percent of total students tested	92	*	*	*	*
Number of students excluded	6				
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	44	65	60	32	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING _____

MATHEMATICS X

Grade 5

Test Stanford Achievement Test (SAT9)

Subtest total Total Math

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	65	66	42	44	42
Number of students tested	67	78	72	72	73
Percent of total students tested	90	*	*	*	*
Number of students excluded	6				
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	59	64	37	36	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING _____

MATHEMATICS X

Grade 6

Test Stanford Achievement Test (SAT9)

Subtest total Total Math

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	May	April	April
SCHOOL SCORES			
Total Score	85	74	70
Number of students tested	83	68	77
Percent of total students tested	95	*	*
Number of students excluded	4		
SUBGROUP SCORES			
1. <u>Socioeconomically Disadvantaged</u>	84	69	58

*information not available

**sixth graders returned to the elementary schools in September 1999

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING X

MATHEMATICS _____

Grade 2

Test Stanford Achievement Test (SAT9)

Subtest total Total Reading

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	69	63	67	54	56
Number of students tested	74	67	53	71	90
Percent of total students tested	95	94	*	*	*
Number of students excluded	4	4			
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	62	59	60	45	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING X

MATHEMATICS _____

Grade 3

Test Stanford Achievement Test (SAT9)

Subtest total Total Reading

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	57	63	54	39	52
Number of students tested	81	59	73	74	73
Percent of total students tested	95	95	*	*	*
Number of students excluded	4	3			
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	50	53	47	29	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING X

MATHEMATICS _____

Grade 4

Test Stanford Achievement Test (SAT9)

Subtest total Total Reading

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	57	56	54	47	54
Number of students tested	66	72	70	58	102
Percent of total students tested	86	89	*	*	*
Number of students excluded	10	9			
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	44	52	49	31	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING X

MATHEMATICS _____

Grade 5

Test Stanford Achievement Test (SAT9)

Subtest total Total Reading

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	April	April	April
SCHOOL SCORES					
Total Score	57	56	47	55	50
Number of students tested	67	78	72	71	71
Percent of total students tested	90	91	*	*	*
Number of students excluded	7	7			
SUBGROUP SCORES					
1. <u>Socioeconomically Disadvantaged</u>	52	49	36	44	

*information not available

STANDARDIZED STATE TEST RESULTS
REFERENCED AGAINST NATIONAL NORMS

READING X

MATHEMATICS _____

Grade 6

Test Stanford Achievement Test (SAT9)

Subtest total Total Reading

Edition/publication year Ninth/1996

Publisher Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	May	April	April
SCHOOL SCORES			
Total Score	66	56	64
Number of students tested	83	68	77
Percent of total students tested	96	96	*
Number of students excluded	3	3	
SUBGROUP SCORES			
1. <u>Socioeconomically Disadvantaged</u>	63	47	52

*information not available

**sixth graders returned to the elementary schools in September 1999

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS X
 MATHEMATICS

Grade 2

Test California Standards Test

First year performance levels were available 2001

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April			
SCHOOL SCORES					
TOTAL					
At or Above Basic	80%	74%			
At or Above Proficient	46%	40%			
At Advanced	8%	15%			
Number of students tested	73	67			
Percent of total students tested	95%	94%			
Number of students excluded	3	4			
Percent of students excluded	5%	6%			
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	77%	72%			
At or Above Proficient	41%	31%			
At Advanced	5%	8%			
STATE SCORES					
TOTAL					
At or Above Basic	63%	61%			
State Mean Score *					
At or Above Proficient	32%	32%			
State Mean Score *					
At Advanced	9%	10%			
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS X
 MATHEMATICS

Grade 3

Test California Standards Test

First year performance levels were available 2001

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April			
SCHOOL SCORES					
TOTAL					
At or Above Basic	73%	77%			
At or Above Proficient	40%	47%			
At Advanced	14%	12%			
Number of students tested	78	57			
Percent of total students tested	95%	95%			
Number of students excluded	4	3			
Percent of students excluded	5%	5%			
SUBGROUP SCORES					
<u>1Economically disadvantaged</u>					
At or Above Basic	66%	65%			
At or Above Proficient	33%	29%			
At Advanced	5%	11%			
STATE SCORES					
TOTAL					
At or Above Basic	62%	59%			
State Mean Score *					
At or Above Proficient	34%	30%			
State Mean Score *					
At Advanced	11%	9%			
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS X
 MATHEMATICS

Grade 4 Test California Standards Test

First year performance levels were available 2001

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April			
SCHOOL SCORES					
TOTAL					
At or Above Basic	84%	85%			
At or Above Proficient	46%	36%			
At Advanced	23%	10%			
Number of students tested	65	72			
Percent of total students tested	86%	89%			
Number of students excluded	10	9			
Percent of students excluded	14%	11%			
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	73%	82%			
At or Above Proficient	29%	30%			
At Advanced	16%	6%			
STATE SCORES					
TOTAL					
At or Above Basic	71%	66%			
State Mean Score *					
At or Above Proficient	36%	33%			
State Mean Score *					
At Advanced	14%	11%			
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS X
 MATHEMATICS

Grade 5

Test California Standards Test

First year performance levels were available 2001

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April			
SCHOOL SCORES					
TOTAL					
At or Above Basic	91%	69%			
At or Above Proficient	45%	41%			
At Advanced	14%	13%			
Number of students tested	72	78			
Percent of total students tested	90%	91%			
Number of students excluded	8	7			
Percent of students excluded	10%	10%			
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	86%	62%			
At or Above Proficient	33%	31%			
At Advanced	13%	13%			
STATE SCORES					
TOTAL					
At or Above Basic	71%	66%			
State Mean Score *					
At or Above Proficient	31%	28%			
State Mean Score *					
At Advanced	9%	7%			
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS X
 MATHEMATICS

Grade 6 Test California Standards Test

First year performance levels were available 2001

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April			
SCHOOL SCORES					
TOTAL					
At or Above Basic	78%	76%			
At or Above Proficient	42%	35%			
At Advanced	17%	9%			
Number of students tested	87	69			
Percent of total students tested	96%	96%			
Number of students excluded	3	3			
Percent of students excluded	4%	4%			
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	74%	66%			
At or Above Proficient	40%	29%			
At Advanced	19%	5%			
STATE SCORES					
TOTAL					
At or Above Basic	66%	67%			
State Mean Score *					
At or Above Proficient	30%	31%			
State Mean Score *					
At Advanced	9%	8%			
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS _____
 MATHEMATICS X

Grade 2 Test California Standards Test

First year performance levels were available 2002

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May				
SCHOOL SCORES					
TOTAL					
At or Above Basic	90%				
At or Above Proficient	67%				
At Advanced	16%				
Number of students tested	75				
Percent of total students tested	97%				
Number of students excluded	2				
Percent of students excluded	3%				
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	84%				
At or Above Proficient	56%				
At Advanced	9%				
STATE SCORES					
TOTAL					
At or Above Basic	68%				
State Mean Score *					
At or Above Proficient	43%				
State Mean Score *					
At Advanced	16%				
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS _____
 MATHEMATICS X

Grade 3 Test California Standards Test

First year performance levels were available 2002

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May				
SCHOOL SCORES					
TOTAL					
At or Above Basic	71%				
At or Above Proficient	36%				
At Advanced	3%				
Number of students tested	78				
Percent of total students tested	95%				
Number of students excluded	4				
Percent of students excluded	5%				
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	71%				
At or Above Proficient	28%				
At Advanced	5%				
STATE SCORES					
TOTAL					
At or Above Basic	65%				
State Mean Score *					
At or Above Proficient	38%				
State Mean Score *					
At Advanced	12%				
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS _____
 MATHEMATICS X

Grade 4 Test California Standards Test

First year performance levels were available 2002

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May				
SCHOOL SCORES					
TOTAL					
At or Above Basic	68%				
At or Above Proficient	38%				
At Advanced	4%				
Number of students tested	70				
Percent of total students tested	92%				
Number of students excluded	7				
Percent of students excluded	8%				
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	60%				
At or Above Proficient	26%				
At Advanced	3%				
STATE SCORES					
TOTAL					
At or Above Basic	67%				
State Mean Score *					
At or Above Proficient	37%				
State Mean Score *					
At Advanced	13%				
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS _____
 MATHEMATICS X

Grade 5 Test California Standards Test

First year performance levels were available 2002

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May				
SCHOOL SCORES					
TOTAL					
At or Above Basic	69%				
At or Above Proficient	40%				
At Advanced	4%				
Number of students tested	72				
Percent of total students tested	90%				
Number of students excluded	8				
Percent of students excluded	10%				
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	60%				
At or Above Proficient	29%				
At Advanced	2%				
STATE SCORES					
TOTAL					
At or Above Basic	59%				
State Mean Score *					
At or Above Proficient	29%				
State Mean Score *					
At Advanced	7%				
State Mean Score *					

* not available by performance level

STATE CRITERION-REFERENCED TESTS

LANGUAGE ARTS _____
 MATHEMATICS X

Grade 6 Test California Standards Test

First year performance levels were available 2002

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

Data Display Table

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May				
SCHOOL SCORES					
TOTAL					
At or Above Basic	80%				
At or Above Proficient	57%				
At Advanced	34%				
Number of students tested	86				
Percent of total students tested	95%				
Number of students excluded	4				
Percent of students excluded	5%				
SUBGROUP SCORES					
1 <u>Economically disadvantaged</u>					
At or Above Basic	76%				
At or Above Proficient	55%				
At Advanced	36%				
STATE SCORES					
TOTAL					
At or Above Basic	62%				
State Mean Score *					
At or Above Proficient	32%				
State Mean Score *					
At Advanced	10%				
State Mean Score *					

* not available by performance level