

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

U.S. Department of Education

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

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

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

School Mailing Address 8596 Westmoreland Road
(If address is P.O. Box, also include street address.)

Whitesboro New York 13492-3201
City State Zip Code+4 (9 digits total)

County Oneida State School Code Number* 41290206000

Telephone (315-266-3440) Fax (315-768-9789)

Web site/URL <http://www.wboro.org/education/school/school.php?sectionid=38> E-mail charpe@wboro.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Arnold L. Kaye
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Whitesboro Central School Tel. (315-266-3303)

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Stephen Pattarini
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 Other

 6 TOTAL
2. District Per Pupil Expenditure: \$7,279.91

 Average State Per Pupil Expenditure: \$9,359.04

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. 0 Number of years the principal has been in her/his position at this school.

 8 years, 7 months If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	37	36	73	8			
1	36	35	71	9			
2	31	30	61	10			
3	36	37	73	11			
4	30	40	70	12			
5	32	38	70	Other	8	6	14
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							432

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

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>95</u> | % White |
| <u>3</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 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: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	422
(5)	Total transferred students in row (3) divided by total students in row (4)	.042
(6)	Amount in row (5) multiplied by 100	4.265

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

Number of languages represented: 2
 Specify languages: Arabic, Russian

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 202

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: 12 %
50 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>5</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>31</u>	<u> </u>
Special resource teachers/specialists	<u>7</u>	<u> </u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>45</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer, any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	93%	93%	93%	93%	93%
Teacher turnover rate	3%	11%	5%	2%	13%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III – SUMMARY

The Westmoreland Road Elementary School, one of four elementary schools in the six campus Whitesboro Central School District system that includes a middle and high school, is guided and focused by a District Strategic Plan, including a strategic mission and specific, measurable outcomes. Within this context, “the Road” shares a school level elementary mission with its partner elementarys, and a unique “site-plan” aimed at achieving high levels of academic proficiency from each and every child. The educational program at “the Road” is organized by subject area, and is integrated to include not only the academics, but also the arts. In each of those grades, teachers develop a specialty academic area. In recognition of the importance of developing proficiency and confidence in learning during the first three years of school, “the Road” created a proven, successful Transitional First Grade Program for students who would otherwise have fallen behind. “The Road” pursues the districts Strategic Plans through the following strategies:

Strategy 1: We will develop our system of teaching and learning to ensure each student can achieve his/her academic and personal goals.

Strategy 2: Ensure that all segments of the community are active participants in the educational process.

Strategy 3: We will ensure that all staff in the Whitesboro Central School District are superior and are dedicated to accomplishing our mission and objectives.

Strategy 4: We will ensure that communications, in all its forms, further develops interpersonal relationships to accomplish our mission and objectives.

Strategy 5: We will ensure fiscal security and serve as responsible stewards of district resources.

Strategy 6: We will establish a safe, nurturing environment conducive to the development of positive attitudes and effective teaching and learning.

Strategy 7: We will ensure that facilities meet our current and continually emerging needs.

“Building a Strong Foundation for Lifelong Learning,” are the words that appear on our School’s Strategic Planning Brochure and are the building blocks for everything that we do at Westmoreland Road Elementary School. Westmoreland Road Elementary is a school where children come first and this is evident in the Whitesboro Elementary School’s mission statement:

“The mission of all Whitesboro Elementary Schools, as a community of students, educators, staff and families, is to build a strong foundation for lifelong learning that ensures each student’s academic success, as well as physical, social and emotional well-being in a safe, nurturing and stimulating environment.”

Throughout its existence, Westmoreland Road Elementary School has always been at the pinnacle of academic excellence, molding students from all walks of life. All of the principals and staff have consistently employed the best innovative methods to provide the best academic program possible to all of the students at “The Road.” Our fourth grade sections are semi-departmentalized and fifth grade is departmentalized with each homeroom teacher delivering science instruction. We believe that this departmentalization prepares our students for a seamless transition to meet the challenges of our Middle School. Our Parent-Teacher Organization is active in our school. Parental involvement is integral to Westmoreland Road’s success. In pursuit of our mission, our parents are engaged in a partnership that provides unique experiences that could not be supported otherwise.

The faculty and staff at Westmoreland Road recently implemented a strong and consistent character education component into our curriculum. We think that this component will enhance the physical, emotional, intellectual and social growth of our students needed to be successful, including finding creative ways to settle conflicts. Westmoreland Road's staff committee structure provides our school with a wide variety of activities to meet our students' needs. The extra time and effort that staff members contribute to our school is exemplary and results in diverse experiences for all students. Uniting to meet the needs of student diversity is a driving force behind Westmoreland Road’s teaching philosophy and instructional efforts and excellent student performance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Westmoreland Road Elementary School includes economically disadvantaged subgroups and Special Education subgroups, as well as many students from language poor home environments. Subgroup performance on State assessments reflects our belief that all students are capable of learning when they are challenged and supported in a stimulating environment. The teachers have high expectations for all students' success. The commendable performance demonstrated by our special education students can be attributed to our belief in the inclusionary model of teaching. Regular Education and Special Education teachers use a team teaching model, which results in all students benefiting from targeted instruction and remediation, not just the identified population.

The New York State Assessments in content areas determine levels of performance and how well students have reached the higher level learning standards. These tests require students to demonstrate their ability to read, write and listen, and to understand, calculate and apply information related to mathematics. Performance on these assessments is reflected at four levels.

Level 4 –These students exceed the standards and moving toward high performance on the Regents examination.

Level 3—These students meet the standards, and with continued steady growth, should pass the Regents examination.

Level 2—These students need extra help to meet the standards and pass the Regents examination.

Level 1—These students have serious academic deficiencies.

These results indicate how students are progressing in meeting the New York State Learning Standards.

At Westmoreland Road Elementary School, our teachers implement the New York State Learning Standards. Our teachers incorporate varied teaching strategies, including innovative technology, focused on having students experience high levels of student academic achievement.

Westmoreland Road Elementary School is proud of its academic performance on New York State Assessments since their inception. In September 2002, Westmoreland Road celebrated results that were highly commendable (100% scoring at Level 3+4 on the ELA and 99% scoring at Level 3+4 on the Math Assessment). The students at Westmoreland Road have continued to score at exemplary levels on the state exams (2005-94% meeting the ELA standards (Level 3+4) and 98% meeting the Math standards (Level 3+4). We see Reading and Math intervention services as crucial in early primary grades, and reading and written language skills are emphasized in all content area classes as well as in English/Language Arts. The outstanding results achieved by the students at Westmoreland Road on the state assessments, can no doubt be attributed to the innovative techniques employed by the staff to enrich the experiences and vocabulary of all their students. When one considers the weak language skills of entering students, as indicated by the results of our pre-K screenings, the faculty and staff at Westmoreland Road Elementary are extremely proud of our students' consistently high assessment performance in both ELA and Math.

New York State assessment information may be accessed through the New York State Education Department website at (www.nysed.gov).

2. Using Assessment Results: Our Child Study Intervention Team conducts regular assessment of student progress and implementation of enrichment or remediation activities using that information. Each kindergarten student is evaluated prior to entering school as well as in early spring using the Young Children's Achievement Test. All students are included in summative and

formative testing throughout the year to measure success. These are conducted on an as needed basis by the reading/math specialists and/or school psychologist to determine progress. This is in addition to the assessments that a classroom teacher does as a matter of course. Our Grade 3-5 students and parents are provided copies of their New York State testing histories to allow them to become full partners in improving achievement. Students who fall on the edges of different performance ranges are carefully monitored through a longitudinal study. Westmoreland Road Elementary School students enrolled in the Transitional First program and summer program are evaluated to make sure they do not fall back while other students are encouraged to stretch themselves and reach a higher level.

Teachers use a variety of state and teacher assessment data to: (1) adjust and tailor instruction to address any specific individual needs of their students; (2) identify areas of strength and areas in need of improvement within their curriculum, and (3) share data with staff to determine if the curricular programs are aligned across the grade levels.

3. Communicating Assessment Results: All of the Westmoreland Road Elementary School assessment data is communicated to parents in a variety of ways: quarterly report cards, mid-quarter progress reports, fall and spring parent conferences and the year-end school report card provided by the State of New York. With the assistance of the district's Pupil Personnel Office, the state "report card" visually displays school results in charts that are explained in non-technical language in the District and individual school newsletters. Clear, consistent and timely information allows parents and community members to understand how the school and district goals are aligned with the New York State standards and how students are progressing towards mastery.

During parent conferences, teachers explain student performance in terms of the state and district standards (all parents are given reports of state test results annually) and their relationship to curriculum and assessment. In the course of the conference, teachers clarify and answer questions parents may have regarding their child's progress and discuss ways that both parent and teacher can work together to provide support. Our principal's regular home communications include information about our school-wide plans for elevating student achievement and suggestions for home involvement. In parent and monthly P.T.O. meetings, our principal and staff members make pertinent presentations that clarify assessment results and highlight school intervention plans. District newsletters further complement our school efforts, deepening the commitment of Westmoreland Road's parents and community to challenging standards, assessments and high expectations for students learning.

4. Sharing Success: Westmoreland Road Elementary School has numerous opportunities to share its success with the three other elementary schools, as well as the other schools in our BOCES component districts. In our district, principals meet monthly to share successful events and data, meet with Department Chairs and Grade Chairs, and meet monthly with all elementary principals in the area school district. Mr. McQueen, past Principal, sat on the planning team for the BOCES Professional Development sessions and trainings and exhibits our successes on our web page and through newsletters. We also share progress through the Strategic Planning Site Team Leader meetings.

Our team is made up of four elementary schools, one middle school, and one high school. This concept of vertical team focuses students moving from within their community from elementary to high school. We meet monthly in Administrative Leadership Team meetings to share data and discuss various strategies. During the sharing systematic review process within this team, a curriculum committee was formed which included vertical team teachers, administrators and parents. Our staff members consistently serve on curriculum committees to represent our schools and to articulate our successes with best practices.

Each summer, our Teacher Center, Westmoreland Road's administrative team and district supervisors review the state standards and districts curriculum guides. Cross-grade level teams from each school compare and align critical learning between grades. With the assistance of our district supervisors and grade chair teachers from each school, the results of the state and other district assessments are analyzed to identify strengths and needed improvement. Student learning is assessed through the use of criterion references tests and teacher impact. The district administrative team and grade chair teachers support the sharing of best practices by providing in-services and round table discussions that familiarize all teachers within our team with new materials, teaching approaches and the research upon which these paradigm shifts are based.

Our staff uses this opportunity to dialogue within and across team levels to facilitate a clear understanding of the impact and implications that teaching methods and different strategies may have on instruction. The process of curriculum development is formalized through the use of the District Curriculum Program Management model.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Westmoreland Road Elementary School staff realizes that our students need to feel safe and have teachers in their lives that will love, respect and encourage them. Validation and praise for student achievements and maintaining high expectations are apparent within our school structure and embedded in our school's philosophy. Our vision is for all Westmoreland Road students to have a firm foundation in basic skills, English language proficiency, technology, exposure to the aesthetics and an appreciation for the richness of our multicultural setting.

Uniting to meet student diversity is the driving force behind Westmoreland Road's teaching philosophy and instructional efforts. State and district standards along with Westmoreland Road's School Improvement Plan guides our staff in focusing on what students should be able to do. Students' needs are identified and addressed in ongoing processes, which require constant analysis and monitoring of pertinent information. The principal, with the assistance of the Teacher Center Director, devotes a great deal of time and effort in the collection and sharing of pertinent data. The principal monitors instruction through formal and informal observations and monthly lesson plan review.

English Language Arts- Our English Language Arts curriculum allows students to experience various genres of literature, diverse topics with an emphasis on non-fiction and varying levels of comprehension strategies. Early instruction includes basic skills such as word recognition and phonemic awareness. Students in all grades are instructed in multiple comprehension strategies such as use of background knowledge, inner voice, visualizing, inferring, increasing vocabulary and self-monitoring of what they are reading.

The students are given many opportunities to become effective communicators and express themselves through oral communication skills and written language experiences. The 6 + 1 Trait writing assessment model is used to target a student's written ideas, organization, voice, word choice, sentence fluency, conventions and presentation. This assessment helps students develop their capabilities in written expression.

Mathematics- The math curriculum and teaching practices of the Whitesboro Central School District are based on the district's philosophy of mathematics instruction: "Because we live in an ever-changing and increasingly complex society, a positive attitude toward the learning and practice of math is fundamental. Therefore, mathematics education must involve a number of shareholders, including staff, parents, board of education members and members of the community, in order to achieve lifelong learning."

Our school strives to help every student reach his or her full potential in the area of mathematics. Our program places strong emphasis on real life applications and skill mastery. New skills and ideas are presented using a variety of strategies, including use of manipulatives, technology and structured practice. Concepts such as place, value, time and measurement are also incorporated through the use of our *Every Day Counts* calendar math program. Students who need extra reinforcement are provided with Academic Intervention Services. Both the regular classroom teacher and the AIS mathematics teacher do this. Students who excel are provided with a variety of enrichment opportunities. Student performance is continually assessed using standardized and authentic assessment. Actual instruction is developed based on these results. Our goal is to provide the students at Westmoreland Road with mathematical skills and understanding needed in everyday life and to prepare them for higher level math study.

Science- Our science program uses kits to foster hands on learning through instruction correlated

to the New York State Math, Science, and Technology Standards. Students perform experiments and pursue ideas and investigations through hands-on activities. Concepts, inquiry process skills, basic skills and activities are taught while integrating reading, writing and math. Students meet science standards by using mathematical analysis, scientific inquiry, and engineering design, as appropriate to pose questions, seek answers, and develop solutions. Students understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Social Studies- Our Social Studies curriculum, which is aligned with state standards, uses an interdisciplinary approach for teaching concepts within the following themes: History of the United States and New York, World History, Geography, Economics, and Civics, Citizenship, and Government. The program focuses on helping students develop awareness of their roles and responsibilities within their family, school, and community. Learning activities are also designed to build citizenship skills and multicultural awareness of a variety of beliefs, customs, and traditions. These experiences teach about racial, ethnic, geographic, and socioeconomic diversity. Critical thinking, research & writing, interpersonal & group relations, sequencing & chronology, maps & globes, and graph & image analysis skills will be developed through the use of children's literature, textbooks, field trips, primary sources, Document Based Questions and authentic experiences.

Arts in Education- The important goals of the elementary art program are that the students will learn how to use the elements of art (line, color, texture, shape, value, space) and principles of art (pattern, balance, movement, rhythm, contrast, emphasis, unity) to construct a visual work of art. They will make connections between art elements, principles and other school disciplines like social studies, literature, science and math. They will learn how art class has connections to community activities, museums, local artists, and how art in other cultures and time periods relate to art today.

Music- We are very proud to be able to say that we are part of a larger school district that was recently recognized through a national survey as part of the "Best 100 Communities for Music Education in America." According to their website (www.amc-music.org) "Numerous research studies continue to reveal the positive relationship between music education and success in school and life."

Our school provides an essential and comprehensive program of weekly music instruction for all grade levels with opportunities for additional instruction in chorus, and on a string, wind, or percussion instrument. Through studying, performing, understanding and appreciating music, students develop self-discipline, creativity, coordination, artistic sensitivity, cooperative skills, and make important cross-curricular connections.

Physical Education- The physical and social needs, as well as the development level of each student are addressed in a curriculum that is designed to allow each student to be successful and progress from fundamental movement skills, to small group and low-organization activities, to more advanced physical skills and activities. Each student is evaluated on an individual basis in relation to his or her potential and skill level. The lifelong enjoyment and involvement in physical fitness activities is stressed and reinforced throughout the curriculum.

2. Reading: The K-5 curriculum at Westmoreland Road Elementary School incorporates on a daily basis different approaches to reading. The Four-Blocks Framework used includes Guided Reading, Self-Selected Reading, Writing and Working with Words. These are the four different approaches used in teaching children to read. Daily instruction in all four blocks provides many opportunities for all children to learn to read and write.

This approach was chosen due to the fact that we are a Title I school and it fits our philosophy of teaching, which acknowledges the fact that all children do not learn in the same way and allows for instruction to support whatever learning personality a child has.

The program is supplemented with a Harcourt Reading/Language Arts program as well as a whole language approach using varied leveled fiction and non-fiction trade books. The Harcourt program provides an outline of the scope and sequence and essential skills necessary to meet the state standards. Both programs provide a balanced approach to literacy development that includes: phonics and decoding, comprehension skills and strategies, spelling, vocabulary development, reading-writing workshop skills, and listening and speaking skills.

Our language arts reading program is enriched by a literature learning climate in which all students are active and equal members of the learning community. A strong emphasis is put on fostering a “love of reading” and building confidence first. We strongly believe and acknowledge that success breeds success.

Since active working memory craves peace of mind, we work on eliminating anxiety and despondence in children prior to teaching. This we feel is a must for successful learning to take place.

3. Mathematics: The district’s K-5 math program is centered on the idea that students learn best when instruction is comprehensive and cohesive, offering opportunities for real life problem solving. The Board of Education adopted the Scott Foresman-Addison Wesley program because it best fits this premise and is directly correlated to New York State Learning Standards.

Highlights of this program include:

- a structured approach to skills mastery. The text uses concrete examples and provides students with leveled practice on each page (Below Level, On Level and Above Level). The text is also supported with student practice workbooks, which provide extra examples and skill reinforcement.
- activities which link to other curriculum areas, such as literature, science and social studies
- diagnostic assessments and a comprehensive intervention system
- real life problem solving applications interwoven into the text and workbooks, as well as a problem solving workbook for further practice
- a large selection of manipulatives, including place value blocks, geometric solids, money and clocks
- technology support for both teacher and students. In addition to the Scott Foresman-Addison Wesley website, the program provides e-tools, iText, interactive learning games and a library of Discovery Channel videos

We believe that this program provides teachers with all the tools necessary to deliver the best possible mathematics instruction to all students. Each student is approached as an individual with different needs, abilities, and learning styles.

4. Instructional Methods: All faculty and staff members of the Westmoreland Road Elementary School focus on the same goals and objectives, and use a variety of instructional methods to

improve and increase student achievement. All students are provided with opportunities to learn. Students work individually and collaboratively to think critically and creatively, incorporate problem solving strategies, practice literacy skills, and make connections to the world around them. To accommodate differing student academic needs, staff members work collaboratively to analyze student data to provide our students with the appropriate instruction. Our teachers use a variety of everyday manipulative to model and to convey different strategies for our students. These strategies are based upon the research found in Harry Wong's Effective Teaching, Mel Levin's All Kinds of Minds and early literacy research such as 6 + 1 Trait writing. Videos of new teacher's presentation in the classroom have helped to analyze their strengths and weaknesses. The Individual Education Program (I.E.P.) has played a vital role in identifying each student's weakness. The teachers modify their strategies and teach through different modalities to help our students become successful. Westmoreland Road's fine arts programs and ancillary classes have been integrated into our curriculum to help support our academic curriculum.

Students are given opportunities in the classroom to work in cooperative learning groups with their peers in a variety of academic settings. This model promotes individual accountability and positive peer interaction through consensus building. It also gives the learning environment a sense of a Child Centered Classroom. Student grouping for instruction remains flexible and adjustments are made as students show progress. The Title I Schoolwide Program provides services to 100% of the students at Westmoreland Road with during and after school tutorials for At-Risk students and those needing extra help. This program also provides field lessons and staff development activities for teachers, which enhances student achievement.

Westmoreland Road's Technology Plan supports the school goals for enhancing student achievement in Math and Reading. Students attend the primary and intermediate lab where they learn computer literacy skills and utilize different computer programs.

5. Professional Development: Westmoreland Road professional development community is lead by our principal. One hundred percent of the Westmoreland Road instructional staff is consistently involved in ongoing learning component, which address the needs of our population.

All of this staff development is collected on our software program titled, "My Learning Plan." Our professional development program focuses on creating a learning environment that supports student learning and develop collegial opportunities to try new ideas, solving problems, seek information and reflect upon student outcomes and needs.

New teachers attend a New Teacher Orientation workshop prior to the start of school and attend a series of ten professional development workshops throughout the year. Orientation and ongoing staff development opportunities are part of a three-year induction process. New hires are assigned a mentor teacher. Mentors and their interns participate in monthly half-day releases where they engage in planning and reflection activities, visitations to other classrooms and frequent visits from an instructional supervisor who give added support to them. Throughout the school year, team leaders and mentors assist new teachers with lesson planning, effective classroom management techniques, teaching strategies, student assignments, and parental involvement. Teachers are given opportunities to engage in different leadership roles; such as team leaders, committee chairpersons, co-chairperson, and representatives for district meetings. The entire staff engages in professional development workshops and seminars to remain abreast of the current trends and issues.

Our approach to professional development has expanded teaching expertise and positively impacted student achievement by tailoring training to build upon and extend instructional delivery. Our teachers are given feedback related to student achievement on their individual

teaching performance through the district Annual Professional Performance Review prepared after a formal classroom observation. This evaluation incorporates the elements of Charlotte Danielson's work, encouraging teachers to reflect and adjust curricular practices. It's the principal's responsibility to prepare a formal evaluation document and review it with the teacher at a specified time. This document shows a teacher's strengths and extends itself for collaboration in areas identified as next steps. Teachers in need of assistance are provided the extra support; such as being assigned to master teachers to gain professional insight and ideas.

Teachers and administrators with outstanding performances are awarded with certificates, plaques, and nominated by their peers for special awards. Many of our teachers have been recognized as master teachers and are called upon to share innovative strategies at the building and district level. At Westmoreland Road Elementary School, it is the teachers, staff, administrators, and parents who form a team that makes the difference.

PART VII - ASSESSMENT RESULTS

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject: English Language Arts Grade: 3
 Test: New York State Grade 3 English Language Arts Exam

Edition/Publication Year: 2001 - 2006
 Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January				
SCHOOL SCORES					
% Level 3 + Level 4	75				
% Level 4	10				
Number of students tested	72				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% Level 3 + Level 4	47				
% "Meeting with Distinction" State Standards	0				
Number of students tested	15				
2. ECONOMICALLY DISADVANTAGED					
% Level 3 + Level 4	62				
% Level 4	9				
Number of students tested	34				

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject: English Language Arts Grade: 4
 Test: New York State Grade 4 English Language Arts Exam

Edition/Publication Year: 2001 - 2006

Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	February	February	February	Jan - Feb
SCHOOL SCORES					
% Level 3 + Level 4 s	84	94	88	73	100
% Level 4	7	19	14	19	57
Number of students tested	67	64	85	83	67
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% Level 3 + Level 4	70	91	82	38	100
% Level 4	0	0	0	6	40
Number of students tested	10	11	17	16	15
2. ECONOMICALLY DISADVANTAGED					
% Level 3 + Level 4	79	83	87		100
% Level 4	7	17	22		33
Number of students tested	29	18	23	NA	15

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject: English Language Arts Grade: 5
 Test: New York State Grade 5 English Language Arts Exam

Edition/Publication Year: 2001 - 2006
 Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January				
SCHOOL SCORES					
% Level 3 + Level 4	95				
% Level 4	19				
Number of students tested	64				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% Level 3 + Level 4	90				
% Level 4	30				
Number of students tested	10				
2. ECONOMICALLY DISADVANTAGED					
% Level 3 + Level 4	91				
% Level 4	14				
Number of students tested	22				

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3
 Test: New York State Grade 3 Mathematics Exam

Edition/Publication Year: 2001 - 2006
 Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES					
% Level 3 + Level 4	93				
% Level 4	40				
Number of students tested	72				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% Level 3 + Level 4	76				
% Level 4	24				
Number of students tested	17				
2. ECONOMICALLY DISADVANTAGED					
% Level 3 + Level 4	88				
% Level 4	21				
Number of students tested	34				

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4
 Test: New York State Grade 4 Mathematics Exam

Edition/Publication Year: 2001 - 2006
 Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May	May	May
SCHOOL SCORES					
% Level 3 + Level 4	96	98	98	94	99
% Level 4	44	58	41	49	52
Number of students tested	68	66	86	80	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% Level 3 + Level 4	91	92	100	82	100
% Level 4	27	42	29	35	41
Number of students tested	11	12	17	17	17
2. ECONOMICALLY DISADVANTAGED					
% Level 3 + Level 4	93	95	100		94
% Level 4	20	32	52		50
Number of students tested	30	19	23		16

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5
 Test: New York State Grade 5 Mathematics Exam

Edition/Publication Year: 2001 - 2006
 Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES					
% Level 3 + Level 4	93				
% Level 4	48				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% Level 3 + Level 4	90				
% Level 4	20				
Number of students tested	10				
2. ECONOMICALLY DISADVANTAGED					
% Level 3 + Level 4	84				
% Level 4	26				
Number of students tested	19				