

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

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

Official School Name Westdale Heights Academic Magnet Elementary
(As it should appear in the official records)

School Mailing Address 2000 College Drive
(If address is P.O. Box, also include street address.)

Baton Rouge Louisiana 70808-1923
City State Zip Code+4(9 digits total)

County East Baton Rouge Parish State School Code Number* 017096

Telephone (225) 926-5421 Fax (225) 926-9885

Web site/URL http://westdaleheights.ebrschools.org E-mail csinger@ebrschools.org

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

Principal's Signature Date _____

Name of Superintendent Ms. Charlotte D. Placidenone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Baton Rouge Parish School System Tel. (225) 922-5618

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

(Superintendent's Signature) Date _____

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

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 52 Elementary schools
 _____ 14 Middle schools
 _____ Junior High Schools
 _____ 14 High schools
 _____ 7 Other
 _____ 87 TOTAL
2. District Per Pupil Expenditure: _____ 8521
 Average State Per Pupil Expenditure: _____ 8431

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] Urban or large central city
 [] Suburban school with characteristics typical of an urban are
 [] Suburban
 [] Small city or town in a rural are
 [] Rural
4. _____ 11 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	17	22	39	7			0
K	38	22	60	8			0
1	28	42	70	9			0
2	27	42	69	10			0
3	36	34	70	11			0
4	33	37	70	12			0
5	28	42	70	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							448

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 6 | % Asian or Pacific Islander |
| 53 | % Black or African American |
| 1 | % Hispanic or Latino |
| 40 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 17 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	30
(2)	Number of students who transferred from the school after October 1 until the end of the year	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	75
(4)	Total number of students in the school as of October 1	448
(5)	Total transferred students in row (3) divided by total students in row (4)	0.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 6 %
- | | |
|----|---|
| 28 | Total Number Limited English Proficient |
|----|---|
- Number of languages represented 13

Specify languages: Italian, Spanish, French, Chinese, Vietnamese, Hindi, Arabic, Turkish, Nepali, Tagalog, Korean, Fante(African), Bengali

9. Students eligible for free/reduced-priced meals 42 %

Total number students who qualify: 189

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

10. Students receiving special education services: $\frac{6}{29}$ %
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ 1 Other Health Impairment
_____ Deaf-Blindnes	_____ Specific Learning Disabilit
_____ Emotional Disturbanc	_____ 27 Speech or Language Impairment
_____ Hearing Impairment	_____ Traumatic Brain Injury
_____ Mental Retardation	_____ 1 Visual Impairment Including
_____ Multiple Disabilities	_____ Blindness

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>	_____
Classroom teachers	<u>20</u>	_____
Special resource teachers/specialist	<u>11</u>	_____
Paraprofessionals	<u>3</u>	_____
Support Staff	<u>5</u>	<u>2</u>
Total number	<u>40</u>	<u>2</u>

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

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	95 %	96 %	96 %
Daily teacher attendance	94 %	96 %	95 %	92 %	93 %
Teacher turnover rate	10 %	9 %	92 %	21 %	18 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The teacher turnover rate for 2004-2005 reflects the reconstitution of the school as an academic magnet. Only 10 prior classroom teachers were allowed to remain and we also lost many of our special education classes. New magnet teachers were hired for special

PART III - SUMMARY

Westdale Heights Academic Magnet Elementary was created in 2004 by the East Baton Rouge Parish School Board to provide an accelerated, innovative educational program for kindergarten through fifth grade students. Previously, the neighborhood school offered a traditional academic program. The school now draws its students from the entire parish, and includes students from diverse backgrounds and cultures. Diversity is maintained with a socio-economic standard of 55% paying for lunch and 45% free and reduced lunch. The School Improvement Team, composed of teachers, the principal, parents and community leaders adopted the following Vision Statement: To educate the whole child -academically, socially, emotionally, and physically -developing successful and productive citizens for a diverse and changing world.

The academic vision for this school is the cornerstone of the entire program. At the core is the Louisiana Comprehensive Curriculum that is used throughout the state. By carefully structuring the academic day, classroom teachers can meet as a grade level each day to collaborate, design instruction, and evaluate student work. The teachers also meet with the ancillary teachers to integrate the various academic subjects with music, PE, computer/library, foreign language and guidance. Project-based learning is a research-based instructional strategy that is used to help students solve problems and demonstrate knowledge by working individually or in groups to complete projects gaining a deeper and more thorough understanding of the topic being studied. Technology is used in every classroom as well as the computer lab. The computers are used as tools to create documents and original multimedia presentations as well as to locate information online. PDA's are used in the fifth grade and Pascal data probes in the science lab. Magnet teachers provide instruction in Spanish, science, writing, and technology. The Science Lab and the nationally recognized Children's Metamorphosis Garden are unique to this school and both provide opportunities for hands-on instruction in science. The Library/Media Center offers both an instructional program and open access. The Fine Arts are also included in the academic program. Students have vocal music instruction, and school wide programs such as the spring Art and Talent Show showcase our students' talents and display the work they have created during the year. Fourth graders perform in an annual Greek Mythology play. Visiting dancers, dramatists and musical groups have performed for the student body. Instructional field trips are planned to take advantage of our community's fine arts events such as the ballet, symphony, and local theater groups.

The social and emotional development of the students is also important. Students are encouraged to participate in various activities such as Student Council, Junior Master Gardener, Leadership and Science Clubs, yearbook, and K-Kids (sponsored by the Kiwanis Club). During 'Multicultural Day', students circulate through different stations, prepared by parents, to learn about celebrations, foods, and customs of our different cultures. Students are encouraged to become productive and responsible citizens by contributing to the Food Bank, Heifer International through their Read to Feed Program, Jump Rope for Heart, UNICEF, Toys for Tots, and world conservation through the Steve Irwin Foundation. Our students have adopted a troop stationed in Iraq and send 'care' packages regularly. The guidance teacher uses a program called Second Step in lessons which focus on violence prevention and conflict resolution by emphasizing positive character traits.

The Physical Education program at WHAM challenges students to become healthy and physically fit through collaboration with Louisiana State University in a program called Smart Bodies. Each month a visiting instructor leads the students in various activities designed to help them make healthy choices about eating and exercising. Westdale's students have placed first in the district track meet for the past two years and first in the state meet last year. Parents have also supported healthy physical development by raising over \$65,000 to build a new playground and outdoor learning area.

Through a combined effort on the part of the principal, faculty, community, students and their parents, Westdale Heights Academic Magnet has increased student achievement while meeting other essential needs of children. Visit our website:
<http://westdaleheights.ebrschools.org>

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a result of education reform in Louisiana, Content Standards have been adopted for English Language Arts, Math, Social Studies and Science specifying what students should know and be able to do and further refined into Grade Level Expectations (GLE's). The No Child Left Behind act requires that Criterion Referenced tests (CRT) be directly linked to these standards. The test used in Louisiana is known as LEAP (Louisiana Educational Assessment Program). Student performance on the tests is given a rating of Unsatisfactory, Approaching Basic, Basic, Mastery and Advanced. At the fourth grade level, the student must demonstrate 'Proficiency' which is a rating of Basic, Mastery or Advanced on either the ELA or Math tests and at least Approaching Basic on the other test in order to be promoted to the fifth grade. In the spring of 2007, all fourth grade students at Westdale Heights met this standard. In response to the NCLB Act, the state in 2005 adopted a different test that is known as the iLEAP for third and fifth graders. Prior to 2005, third and fifth graders were given the norm referenced test, Iowa Test of Basic Skills only. This new test, iLEAP, integrates the core battery of the NRT Iowa Test of Basic Skills, and a CRT component which links it to our state curriculum and the content standards. It gives results of reading, language and math in NRT form and CRT student performance levels for all content areas as in the LEAP test. Students are not retained in grades 3 or 5 if they don't meet a certain standard. On the fourth grade LEAP, students at Westdale Heights have consistently grown in their attainment of 'Proficient' (Basic and above) status in the last three years. In English/Language Arts, Proficiency percentages have gone from 92% to 98% and 100% in 2006-07. Math has gone from 90%, 95% to 96%. Science scores have grown from 87% to 96% and 96% in 2007. Lastly, Social Studies grew from 94% to 98% and 99% last year. Achievement gaps in the subgroups were also small. Proficiency percentages in the spring of 2007 for ELA were the same for the whole class, black and free/reduced lunch students on LEAP. Proficiency percentages for Math in 2007 showed a 4% gap between the whole class and black students and 8% for free/reduced. We were disappointed in the reduction of 'Advanced' scores from 2005-2006 to 2006-2007. ELA 'Advanced' percentages dropped from 28% in 2006 to 13% in 2007. Math 'Advanced' percentages dropped from 22% to 12%. 'Mastery' and 'Basic' levels increased and below 'Basic' levels decreased during these last two years. In contrast, state ELA Proficiency levels for LEAP in 2007 were 69% and in the district 59%. State math Proficiency was 64% and district 48% on LEAP in 2007.

A school's performance on these tests and attendance percentages are reported as a School Performance Score (SPS). The state's goal is for each school to achieve an SPS of 120 by the year 2014. Each school is assigned a yearly Growth Target (a minimum SPS growth of 2 is required) and monetary awards are given to schools that achieve or surpass their Growth Targets. Each school is assigned one of five Growth Labels from a high of 'Exemplary Academic Growth' to a low of 'School in Decline' and a Performance Label of one to five stars (SPS>140)). Westdale Heights has grown from a one star status in 2002-2003 to four star status for the last two years and presently has a SPS of 129. The growth label was 'Exemplary Academic Growth' for 2004-2005 and 2005-2006. The label for 2007 is 'Recognized Academic Growth,' the second highest status, due to a failure to grow two points in the students with disabilities subgroup component. The Louisiana State Department of Education web site is www.louisianaschools.net. Click on Accountability link for test information.

2. Using Assessment Results:

Results of the spring statewide testing program are available to the schools in May and early summer. The principal and faculty examine the results of the fourth grade LEAP test to determine which students did not meet the state standard and will need to be retained and attend summer school for retesting. Test results, LEAP and iLEAP, are also examined by subject and by subtests within subjects at our first faculty meeting in the fall. We also look at surveys from parents, students and teachers along with 'hard' data from ongoing reading assessments and curriculum aligned evaluations called Edusoft. that are given throughout the year in all content areas. Test results drive the School Improvement Plan. The faculty looks for areas of weakness and strength in the reported results. We structure the next year's professional development activities and focus available funds on areas of need.

Results are also examined so that we may better plan to help individual students receive tutoring for classwork and state testing. Tutoring is available for both high and low achieving students. In August, the school sponsored a 'Start Up Camp' for students in grades 3-5 who scored poorly on specific tests. Test results are used to help parents better understand their student's needs and occasionally the results help support and justify a student's need for test accommodations or special education referrals. An individual parent meeting is scheduled in September to explain and analyze test results.

The faculty also examines the rating levels of students. We are constantly striving to help our students work toward the Mastery and Advanced levels. Teachers respond by looking for ways to incorporate higher level thinking skills into their lessons. Test results for students who perform at the 'Unsatisfactory' or 'Approaching Basic' level are scrutinized looking for areas of strength to support the student's learning. It is also helpful to look at the student's test results over a period of time. The faculty is committed to providing instruction to make all children successful. Failure is not an option.

3. Communicating Assessment Results:

Results from statewide testing are reported to the community in the newspaper, by the media, and on state and district websites. The school and districts are compared to state averages. A 'Principal's Report Card' and 'District Report Card' are available on the Department of Education's website for examination. Results for individual schools show whether or not the school has made satisfactory progress toward meeting their Growth Targets. It is reported which schools are in danger of corrective action or takeover by the State Department of Education.

Test results are reported to parents in several ways. Each child (K-5) is issued a 'Parent's Report Card' showing state test data, the SPS, attendance and other information every fall. The principal shares test results with the parents and other interested community leaders at Open House/Town Meeting in August. The results are explained to the audience in layman's terms. Parents provide input on areas they feel should be strengthened and offer suggestions to improve instruction. Each parent is also given a copy of their student's scores (grades 3-5) on LEAP and iLEAP. Classroom teachers review and interpret scores at conferences held during the first grading period.

Students in grades four and five keep data logs in which they record and compare their test performance and graph unit test results. Teachers and students, at every grade level, review Edusoft test results after each unit of study and results are sent home to parents. A form is used in which the teacher and students look for common errors and misconceptions. This diagnostic data is used to reteach important skills, guide tutoring and intervention groups and help all students develop better test taking practices.

4. Sharing Success:

Westdale Height's outstanding faculty includes many teachers with advanced degrees and several others are currently enrolled in post graduate programs. We are fortunate to have six teachers who have been awarded certification by the National Board for Professional Teaching Standards and three others who are working toward certification. One of our teachers was honored as a 'Disney Teacher of the Year.' In the last six years, two teachers have been awarded the district's highest honor 'Elementary Teacher of the Year' with three others named as finalists. This year our principal was named 'Elementary Principal of the Year' by the district. She serves as a mentor for new administrators, and is a member of several committees examining ways to improve instruction.

This dedicated group routinely shares their expertise with others in many ways. Our teachers have presented at national, state and district conferences in science, literacy, math, technology, PE and Early Childhood. They have co-authored an assessment booklet for the reading series and helped write the district's curriculum. Several teachers have passed the state's training program and are certified mentors and assessors for new teachers. The counselor, librarian, speech therapist and teachers serve as mentors for others in their respective fields. One teacher works with an alternative certification program and conducts eighteen seminars during the year to help new teachers obtain skills and strategies for effective teaching. Our teachers also work with college student teachers and students participating in Service Learning courses. Last year we invited another school in the district to participate in a professional development day. The principal and teachers host PILL (Parent Institute for Literacy and Learning) to share instructional strategies with parents on a monthly basis. Finally, all of our teachers maintain a website to communicate with parents and others. Teachers post photos of class activities, homework and ideas for activities to try at home.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Westdale Heights Academic Magnet Elementary features an accelerated, integrated, and project-based curriculum designed to prepare our students for middle, high school, and college advanced requirements as well as success in the real world. Westdale's academic curriculum is centered on students' interests, application of learned skills and content, a 'hands-on' approach to learning and the needs of the individual child.

Our Reading curriculum is based on the five core components of reading and taught using a balanced reading approach during a ninety minute block daily. Readers' Theatre, 'Junior Great Books' program, technology supported web sites, 'Open Court' Phonics, differentiated literacy stations, print-rich classrooms, integrated curriculum and multi copy leveled materials that meet the needs of each child are strategies and programs that engage students in purposeful reading.

In our English Language Arts curriculum, the writing process is explicitly taught across all grades and integrated with all subject content areas. Using graphic organizers (Thinking Maps), reference sources and technology, students write and publish a variety of works, i.e.: tall tales, poetry, class big books, autobiographies, science journals, and much more. Informational processing skills are addressed in the library media center and applied in projects in the classroom as well as the computer lab.

Mathematic skills such as problem solving, computation, measurement, and graphing are learned and applied to real life scenarios. Students use hands-on manipulatives, calculators, and computers to problem solve, write, and share strategies on various ways to apply mathematical knowledge to solve problems. Our students engage in meaningful math content learning through daily participation of 'Every Day Counts Calendar Math', building computational fluency using Fast Math computer software program, measuring and graphing in the science lab using Pascal probes, publication of Kid Pix computer math problems and practicing problem-solving skills in the Chess Club program.

In Science, students receive instruction both in the classroom and in our unique science lab. The science specialist and classroom teacher collaboratively plan and teach lessons that engage students in the scientific process. Students hypothesize, observe, investigate, justify and draw conclusions, write and apply as well as connect what they've learned to their own lives. In the classroom, teachers use a variety of materials as well as the project based learning strategy to extend students' knowledge.

The Social Studies curriculum contains economics, civics, history, and geography concepts. Through project based learning activities, field trips, support of parent and expert community speakers (Junior Achievement) and school clubs (K-Kids, Student Council, Leadership), a variety of content materials(Holocaust Trunk) and non fiction literature, students gain knowledge beyond the set curriculum. They practice good citizenship and take active roles in improving the community and world around them.

At Westdale, students experience a wide variety of music from different cultures, study composers and their works, music theory and the science of sound. Students are given many opportunities to express themselves, both in the classroom and during various programs throughout the year. Music selection is integrated with class content and curriculum teaching which accommodates auditory learners. Movement and dance stimulate coordination and whole-body learning. Instruction is for thirty minutes two times weekly for all students.

Spanish instruction is aligned with the state curriculum and integrated with all subject areas to foster an understanding of cultural diversity and provide opportunities for learning a second language. Spanish lessons are extended through a teacher developed web site. Students in grades Pre-K to 2 receive instruction for thirty minutes three times a week. In grades 3-5, the instruction is for thirty minutes two times weekly.

Health and P.E. instruction are aligned with state curriculum but engage students in unique activities like district/ state Fitness Meet competitions, Jump Rope for Heart and various 'walks ' which involve students in the fight against diabetes and childhood obesity. Grades K to 2 receive instruction two times weekly for thirty minutes. In grades 3-5, classes meet three times a week for thirty minutes.

2a. (Elementary Schools) Reading:

Our school's reading curriculum is aligned with parish, state, and national reading standards and based on the five core components using a balanced reading approach. Direct instruction of phonemic awareness and phonic skills are taught as early as Pre-K and revisited in higher grades. Fluency in grades K-5 is developed and reinforced using repeated readings and Readers' Theatre cross-curricular reading materials. Vocabulary is explicitly taught and strongly emphasized in grades 3-5 using 'Wordly Wise' materials. Students of grades K-5 build vocabulary, oral fluency, comprehension, and higher order thinking skills using Junior Great Books in a shared inquiry approach and literature circles.

Students are instructed in whole and small groups and in literacy work stations during the ninety minute reading block. A wide range and variety of print and non-print sources are used to integrate learning across all content areas and meet the needs of each child. Our students are required to read a variety of literature and assess comprehension through the web-based Accelerated Reading Program. The library contains over 11,000 volumes and had a average monthly circulation of over 2,479 books during 2006-07.

Teachers use a variety of research-based strategies and best practices daily to meet the individual reading needs of all of our students. Varied and ongoing assessments (DIBELS, DRA, QRI-4, Running Records, LEAP, iLEAP, Edusoft) diagnose individual reading strengths and weaknesses to help set goals for future instruction.

We involve parents and community through 'Reading Pals' and the 'Prime Time' program to help both students and parents become more effective readers. These strategies and curriculum components are supported by research. (National Reading Panel (2001), International Reading Association (1996); National Council of Teachers of English (1996).

3. Additional Curriculum Area:

Our unique science lab is an integral part of the science curriculum. The science specialist along with our classroom teachers plan opportunities for all students to interact directly with natural phenomena in the lab setting and in our Metamorphosis Children's Garden. They collect data using the tools, materials, data collection techniques and models that real scientists use. These investigations such as virtual frog dissection on the active board, studying the stars in 'Starlab' planetarium, observations with 'Scope on a Rope', reading scientific data from our weather station and data collection on Pasco data loggers and probes integrate cutting-edge technology.

We also believe that it is important for our students to see how science connects to their local and global communities. We incorporate field trips and guest scientists from a local university into our lessons. When we study chemistry, invertebrates or forensic science, we bring in specialists in these fields to conduct investigations with our students. Our students, in-turn attend university activities such as 'Ocean Commotion' where they teach lessons to other elementary to high school students. We have two science clubs that are endorsed by LSU: the 'E-Magine' Club is sponsored by the Minority Engineering Program and the Junior Master Gardener Club is sponsored by the Cooperative Extension Service and the East Baton Rouge Master Gardeners Organization. Students reach out to the global community annually with our 'Wildlife Warrior Week'. During the week, students and parents study ways to support wildlife conservation around the world. They plan and participate in programs about wildlife conservation including speakers from local groups such as the Black Bear Conservation Committee and the LSU Wildlife Hospital. We raised over \$7,000 for Steve Irwin's Wildlife Warriors Organization. Our lab and programs make science come to life.

4. Instructional Methods:

Westdale Heights uses a variety of research-based instructional methods to improve student learning including higher order thinking and questioning, technology integration, project-based learning, multi grouping activities and cross-curricular content integrated instruction. Numerous field trips to planetariums/museums, special scientific laboratories and historical sites/ museums provide hands-on learning along with parent and community support. Teachers integrate Bloom's higher level activities into their daily instruction along with strategies from Marzano's, 'Classroom Instruction that Works.' Technology is integrated daily to remediate, reinforce, and challenge learning of all subject areas in classrooms and the school's computer lab. Students are taught how to use computers as a tool for learning and create products such as power point presentations. Use of digital cameras, hand held palm pilots, Active boards, and Pascal data probes are also incorporated regularly into lessons. 'Hands-on' activities and manipulatives are used to support students' different learning styles. Our teachers incorporate graphic

organizers and 'thinking maps' to aid our students' comprehension and ability to connect prior knowledge with new learning and help with the writing process. Direct and explicit instruction are provided along with project-based and cooperative learning activities to engage students, meet differentiated learning needs and build cooperative and team skills. A variety of grouping criteria allows students to take on leadership roles and learn the value of individual and group accountability. Students regularly use and apply the scientific process with scientific experiments. Teachers utilize ongoing parent and community volunteers, guest speakers and demonstrators to aid and extend our students' learning. High expectations for student achievement and behavior are held by teachers, parents and the community.

5. Professional Development:

Professional development is based on the need to improve student learning as identified through ongoing analysis of available data and student work, teacher observations and expressed interest and state/district initiatives. Within the last five years, our teachers have improved their knowledge and practice by becoming experts in their field through ongoing reading, dialogue and reflection at regularly scheduled (daily and monthly) grade level and faculty meetings. They attend district, state and national professional conferences, workshops, and post-graduate classes to improve student learning. Teachers meet for one hour twice a week at grade level meetings and monthly for two hours as a group to analyze test data, identify students' strengths and weaknesses and set meaningful goals.

Teachers participated in professional trainings during the school year and summers on topics such as: research based learning strategies (Marzano's 'Classroom Instruction that Works'), analyzing test data to inform teacher instruction, creating and managing class web pages, technology integrated instruction, 'Thinking Maps', Exxon-Mobil math and science instruction, small group instruction, literacy and cross-curriculum work stations, differentiated instruction, facilitating literature circles (Junior Great Books), reading fluency with Readers' Theatre, project-based learning and many others. Many of our teachers are pursuing advanced degrees. Six hold National Board for Professional Teaching Standards Certification and three are presently involved. In addition, after becoming experts in their field, many of our teachers share what they've learned by leading professional development trainings which help to improve teacher practice and impact student learning locally and at the state and national level.

When analyzing our school's 2003-2007 LEAP test results, we've identified continued growth every year in every subject. This is evidence that our teachers' wide array of continued professional development activities and application of their learning are having a positive impact on our students' learning and academic growth.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test iLEAP

Edition/Publication Year New test yearly Publisher Data Recognition Corporation

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery and Advanced	99	92			
% "Exceeding" State Standards					
Advanced	19	8			
Number of students tested	68	70			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	85			
% "Exceeding" State Standards					
Advanced	6	0			
Number of students tested	36	40			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	96	100			
% "Exceeding" State Standards					
Advanced	42	21			
Number of students tested	24	28			
3. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	91			
% "Exceeding" State Standards					
Advanced	6	0			
Number of students tested	33	34			
4. Economically advantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	97	92			
% "Exceeding" State Standards					
Advanced	31	16			
Number of students tested	35	37			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery and Advanced	97	83			
% "Exceeding" State Standards					
Advanced	18	7			
Number of students tested	68	70			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	94	86			
% "Exceeding" State Standards					
Advanced	6	0			
Number of students tested	36	40			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	100			
% "Exceeding" State Standards					
Advanced	33	21			
Number of students tested	24	28			
3. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	91			
% "Exceeding" State Standards					
Advanced	6	0			
Number of students tested	33	34			
4. Economically advantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	97	92			
% "Exceeding" State Standards					
Advanced	31	16			
Number of students tested	35	37			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery and Advanced	100	98	94	56	57
% "Exceeding" State Standards					
Advanced	13	28	7	2	0
Number of students tested	69	65	69	43	37
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. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	97	92	54	51
% "Exceeding" State Standards					
Advanced	8	6	3	3	0
Number of students tested	38	33	39	39	33
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	96	93		
% "Exceeding" State Standards					
Advanced	4	8	3		
Number of students tested	25	26	26		
3. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	96	93	53	53
% "Exceeding" State Standards					
Advanced	4	8	3	3	0
Number of students tested	25	26	30	34	30
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery, and Advanced	96	95	93	56	58
% "Exceeding" State Standards					
Advanced	12	22	10	2	0
Number of students tested	69	65	69	43	40
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. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	92	94	88	51	53
% "Exceeding" State Standards					
Advanced	3	3	0	3	0
Number of students tested	38	33	39	39	33
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	96	92		
% "Exceeding" State Standards					
Advanced	21	41	23		
Number of students tested	28	27	26		
3. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	88	92	87	47	50
% "Exceeding" State Standards					
Advanced	0	12	3	3	0
Number of students tested	25	26	30	34	30
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery and Advanced	100	93			
% "Exceeding" State Standards					
Advanced	10	9			
Number of students tested	69	69			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	88			
% "Exceeding" State Standards					
Advanced	3	3			
Number of students tested	38	39			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	100			
% "Exceeding" State Standards					
Advanced	16	15			
Number of students tested	25	27			
3. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	88			
% "Exceeding" State Standards					
Advanced	12	0			
Number of students tested	26	33			
4. Economically advantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	97			
% "Exceeding" State Standards					
Advanced	9	17			
Number of students tested	43	36			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery and Advanced	99	99			
% "Exceeding" State Standards					
Advanced	19	20			
Number of students tested	69	69			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	97	97			
% "Exceeding" State Standards					
Advanced	5	13			
Number of students tested	38	39			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	100			
% "Exceeding" State Standards					
Advanced	36	30			
Number of students tested	25	27			
3. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	96	99			
% "Exceeding" State Standards					
Advanced	12	9			
Number of students tested	26	33			
4. Economically advantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery and Advanced	100	97			
% "Exceeding" State Standards					
Advanced	23	17			
Number of students tested	43	36			

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year Form 3/Cor Publisher Riverside Publishing

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	68	61	70	33	32
Number of students tested	68	70	69	46	47
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. Black			57	31	29
Number of students tested			57	43	44
2. White			57		
Number of students tested			57		
3. Economically disadvantaged			55	33	30
Number of students tested			34	33	33
4. Economically advantaged					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			61	41	40
NATIONAL STANDARD DEVIATIO			19	15	16

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	81	71	80	39	47
Number of students tested	68	70	69	46	47
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. Black			70	38	50
Number of students tested			70	43	44
2. White			70		
Number of students tested			70		
3. Economically disadvantaged			71	45	53
Number of students tested			34	45	33
4. Economically advantaged					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			68	44	51
NATIONAL STANDARD DEVIATIO			21	20	19

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	77	65	73	42	34
Number of students tested	68	70	69	46	47
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. Black			59	40	32
Number of students tested			59	43	44
2. White			59		
Number of students tested			59		
3. Economically disadvantaged			61	42	35
Number of students tested			34	42	33
4. Economically advantaged					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			63	45	41
NATIONAL STANDARD DEVIATIO			17	17	17

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	71	71	62	40	46
Number of students tested	69	69	51	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	2	0	2
SUBGROUP SCORES					
1. Black			54	36	44
Number of students tested			54	41	38
2. White			54		
Number of students tested			54		
3. Economically disadvantaged			54	39	42
Number of students tested			28	39	28
4. Economically advantaged					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			57	45	48
NATIONAL STANDARD DEVIATIO			20	26	22

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	82	75	74	57	59
Number of students tested	69	69	51	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	2	0	2
SUBGROUP SCORES					
1. Black			67	56	58
Number of students tested			67	41	38
2. White			67		
Number of students tested			67		
3. Economically disadvantaged			67	53	55
Number of students tested			28	53	28
4. Economically advantaged					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			63	54	55
NATIONAL STANDARD DEVIATIO			22	32	25

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	77	65	73	42	34
Number of students tested	68	70	69	46	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	2	0	2
SUBGROUP SCORES					
1. Black			59	40	32
Number of students tested			59	43	44
2. White			59		
Number of students tested			59		
3. Economically disadvantaged			61	42	35
Number of students tested			34	42	33
4. Economically advantaged					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			62	45	50
NATIONAL STANDARD DEVIATIO			20	17	20