2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charte   [ ] Title I [ ] Magnet   [ ] Choice

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

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

School Mailing Address   6270 Johnston Road
(If address is P.O. Box, also include street address.)

Albany	New York	12203-4304
City	State	Zip Code+4(9 digits total)

County   Albany   State School Code Number*   010802060004

Telephone   (518) 456-3771   Fax   (518) 464-6443

Web site/URL http://www.guilderlandschools.org/wes   E-mail   drummd@guilderlandschools.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.

                                              Date
_____   _____
Principal's Signature

Name of Superintendent   Mr. John W. McGuire
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Guilderland Central Schools   Tel. (518) 456-6200

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

                                              Date
_____   _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Richard L. Weisz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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:

5	Elementary schools
1	Middle schools
	Junior High Schools
1	High schools
	Other
7	TOTAL

2. District Per Pupil Expenditure: _____13186_____

   Average State Per Pupil Expenditure: _____15035_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
   .
   [   ]   Urban or large central city
   [X]   Suburban school with characteristics typical of an urban are
   [   ]   Suburban
   [   ]   Small city or town in a rural are
   [   ]   Rural

4.   5   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			0		7			0
K	37	28	65		8			0
1	38	31	69		9			0
2	37	42	79		10			0
3	33	34	67		11			0
4	42	47	89		12			0
5	52	45	97		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								466

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
11	%	Asian or Pacific Islander
6	%	Black or African American
3	%	Hispanic or Latino
80	%	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 yea   6   %

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	13
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	466
(5)	Total transferred students in row (3) divided by total students in row	0.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 4   %

           17   Total Number Limited English Proficient

Number of languages represented   8

Specify languages: Korean, Chinese, Mongolian, Arabic, Malayalam, Tagalog, Albanian, Urdu

9. Students eligible for free/reduced-priced meals   11   %

           Total number students who qualify: 53

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: ___10___ %

___47___ 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.

1	Autism		Orthopedic Impairment
	Deafness	11	Other Health Impairment
	Deaf-Blindnes	23	Specific Learning Disabilit
	Emotional Disturbanc	12	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	24	0
Special resource teachers/specialist	12	3
Paraprofessionals	19	0
Support Staff	3	1
Total number	59	4

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   ___19___ **: 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	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	91	%	92	%	91	%	92	%	92	%
Teacher turnover rate	8	%	2	%	11	%	0	%	0	%
Student drop out rate (middle/hig	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Westmere Elementary School is an energetic, diverse and innovative elementary school in the Albany suburb of Guilderland, New York. The mission of the school is to be a collaborative school community to promote respect and responsibility and to encourage lifelong learning. The mission and core values are prominently displayed throughout our school. The staff works as a cohesive team to develop and implement curriculum that is meaningful and respectful of multiple learning styles. Parents are in regular attendance volunteering in classrooms, attending learning celebrations, meeting with staff and contributing to the school wide decision-making process.

Located minutes from the city limits, the State University of Albany and Sematech, Westmere embraces the cultural and socio-economic diversity of its families. The total student population this year numbers 466 with 20% of its students non-white and 4% LEP students. The school also houses a BOCES Deaf and Hard of Hearing (DHH) program, where DHH students are integrated in all K-5 grades and special areas. The diverse student population creates a multicultural and multilingual environment where acceptance and understanding are part of the fabric of the school. A strong Bully Prevention program is in place, featuring 'Class Meetings' using the Olweus Bully Prevention model. All staff participate in a 'Peaceful Schoolbus' program to facilitate a peaceful bus ride to school.   The staff consists of 39 highly qualified teachers, 19 teaching assistants, 3 support staff and a principal. The staff includes specialists, including teachers of Spanish, ESL and Enrichment.

Several staff members have been honored with district, state and national teaching honors. Our teachers have been sought out to publish books and articles, teach university courses, present at state and national conferences, serve on the Caldecott and Newbery committees, write curriculum for the New York State Education Department and to mentor teachers in neighboring districts.

Taking full advantage of all learning opportunities and places, classes make regular use of nearby local businesses, including a supermarket. Teachers take 'walking field trips' in the neighborhood to make real world math and science connections. The school has its own nature trail, raised-bed gardens, teaching courtyard, pond and bird watching station, all of which provide authentic opportunities for discovering the natural environment.   An art gallery with reproductions of 12 famous works, complete with museum tags and biographical books, serves as a conversation place and learning station for all students.

All grade levels employ the best practices to engage students and to help them develop the investigative skills that will last a lifetime. Kindergarteners use the Project Approach; interviewing, surveying, observing and sketching as they engage deeply in hands-on investigations of topics such as: bread, dogs, bicycles and restaurants. First graders become one of the 'families' that they are learning about by gathering regularly to share stories and to participate in customs and traditions. The second grade experiences the difference between rural, suburban and urban settings with a day-long bus adventure from country to city. Service learning is exemplified in third grade as students partner with younger reading buddies. Fourth grade brings history to life by dressing and role playing as colonial New York students in a day of Colonial Schooling. A passion for poetry is evident in the 5th grade as students write and perform their own pieces at a local coffeehouse and create a CD of their work, complete with music. Students can serve the school community by being a recycling team member, student council representative, library clerk, learning mentor or a gardener.

The Westmere community is alive with opportunities for discovery and collaboration. Whether it be in the classroom, outdoors or in the neighborhood, every opportunity for learning is valued and seized.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Westmere Elementary staff use an array of standardized assessments as well as the required New York State assessments to evaluate student progress and plan for instruction and intervention. The Guilderland Central School District assesses all students in grades K-5 in Language Arts and Mathematics using benchmark instruments from programs such as Alpha Kids and Fountas and Pinnell, as well as teacher generated assessments, miscue analysis and anecdotal records. Assessments at Westmere are ongoing and can be seen in the daily interactions between staff and students. Through whole class instruction, small group lessons, and one on one student-teacher conferences, teachers have the ability to continually assess student learning and understanding. This information helps guide further instruction in the classroom.

New York State assesses students in grades 3-8 in the areas of Mathematics and Language Arts. This is the third year that New York State has tested all students in grades 3-8. In addition, grade 4 students are assessed in Science and grade 5 students are assessed in Social Studies. Success on these assessments indicates whether students have reached the New York State Learning Standards benchmarks. The tests challenge students to demonstrate their ability to read, write, speak and listen to understand and apply information related to mathematics, language arts, science, and social studies. At the elementary level, performance is shown using four levels (Level 1- indicates not meeting learning standards, Level 2-indicates partially meeting learning standards, Level 3-indicates meeting learning standards, Level 4-indicates advanced proficiency). Students scoring at Levels 3 and 4 meet or exceed the state standard for proficiency in that content area.

In 2002-03, 71% of the 4th grade students at Westmere Elementary School were considered to be at Leverl 3 & 4 (meeting plus exceeding the state standards) in English Language Arts. In the 2006-2007 year, that number soared to 83% of students who have attained that level of proficiency in English Language Arts. This change occurred despite a signaificant drop in enrollment at the 4th grade level and a change in the design of the NYS Assessments. This change in the design of assessments began in 2005-2006 when the 3-8 testing was implemented. At that time the scale score cutpoint that differentiated Level 3 from Level 4 was increased. The design change resulted in less Level 4 students throughout the state of New York. This was pronounced for Westmere where 23% exceeded the standards in 2002-03 and 10% exceeded the standards in the 2005-2006 school year.

Grade 5 English Language Arts and Math scores have shown a marked improvement in the two years of data that we have for that grade level. In English Language Arts, the percentage of students meeting or exceeding the state standard increased from 84% to 90%. In Math, the percentage of student meeting or exceeding the state standard increased from 85% to 95%.

For more information on the New York State's testing program visit http://www.emsc.nysed.gov/sar.

2. **Using Assessment Results:**

Westmere Elementary has formed a Data Team, which meets monthly to review, discuss, and interpret assessment results in order to plan for NYS tests. The group consists of AIS reading teachers, Reading and Math Teacher leaders, Learning Workshop teachers, grades 3,4,5 classroom teachers, and the building principal. Through the use of assessment results, the group has created Boost Clubs and test prep units of study. The Boost Clubs target the population of students who are at risk. This extra support occurs in small groups allowing teachers to focus on specific needs. All students benefit from test prep units of study. These units supplement learning in the classrooms. The Data Team completed a book study together, 'Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn' by DuFour, DuFour, Eaker & Karhanek. The combination of this book as a resource and subsequent discussions were very useful in reflecting on the programs at Westmere. The district Data Coordinator met with the group to design a process for reviewing the NYS scores at each grade level.This process allows us to compare our scores with both district and regional means. Meetings are held at each grade level to discuss the implications of the data on for instruction in the classroom.

3. **Communicating Assessment Results:**

 Communication is one of the Guilderland Central School District's Priorities. The Guilderland School

District believes in focusing on the child and not the test. Westmere Elementary has various ways in which assessment results are shared with the staff and the community. We start by explaining that our purpose is to teach students strategies and skills necessary to become proficient learners in all areas of the elementary curriculum. We explain that the purpose of the assessment is to measure their progress and achievement towards that goal. We use this data to provide individual feedback for each child.

Special evening events for parents to discuss the New York State School Report Card are held. Copies of the School Report Card are available in all school offices and shared with parents. Channel 16, our public access TV station, also broadcasts presentations on the school report card data for the community. Reports on student progress are sent home three times per year in grades 3 through 5 and twice a year in kindergarten through 2nd grade. The reports are intended to give parents a picture of their child as a learner in relation to grade level performance indicators, based on the state core curricula. Parent conferences are held as well, so parents can ask questions about specific areas of student achievement. Assessment results are shared within the building at scheduled staff meetings, curriculum meetings, and specified grade level meetings. Often grade level meetings follow a curriculum meeting so plans of action may be developed. When appropriate, upper grade teachers will share general student data trends with the student. Special attention is paid to keep information relative to all students. This allows students ownership over their achievement and invites them into the problem solving process. Teachers and parents communicate about student progress on a regular basis. Teachers use e-mail, websites, phone calls, weekly and monthly newsletters to share progress. In addition to classroom report cards, parents also receive AIS (Academic Intervention Service) reports, and special area report cards. Westmere teachers and the principal are readily accessible to parents to share information and help resolve concerns.

These practices support informal, positive, collaborative relationships that highlight the progress of each child. These many paths allow communication to flow at a school level, a district level, and a community level, thus allowing us to work together to evaluate and revise instruction as the child progresses.

4. **Sharing Success:**

Westmere Elementary shares successes at a building, district, regional and national level. Within the school, teachers are recognized for achievements at monthly staff meetings. Monthly 'What's Up At Westmere' assemblies are planned to share and celebrate learning in our school. Each year staff members nominate fellow colleagues for outstanding professional achievement and recognition by the Board of Education through 'Employee Recogition Awards.'

At the district level, Westmere shares curriculum developments and successes at Curriculum Cabinet meetings. This often leads to collaboration as elementary schools implement similar initiatives. Success is also shared and televised at monthly Board of Education meetings. Each year the district designs its Professional Development Plan. Teachers are invited to train and present workshops to other district teachers. Westmere teachers train new teachers and offer workshops through Capital Region BOCES, Capital Region Teachers' Center and the Capital Area School Development Association. These workshops include teachers from many area schools. Each summer our district hosts over 400 teachers at Capital Region BOCES/Guilderland Summer Reading and Writing Institutes. Westmere teachers often assist and present at these Institutes.

Westmere has developed a strong relationship with the local and state-wide universities and colleges. A number of interns and student teachers have been trained by Westmere staff. In addition to on-site trainers some of our staff also serve as adjunct faculty. These opportunities have allowed the Westmere faculty to share resources and instructional practices with undergraduate and graduate students to help them develop and apply best practices within their own classrooms. Some of our faculty are published authors as well.

Several colleagues have been recognized as the 'Educator of the Week' featured on local news channels. Our principal received the 'Administrator of the Year' Award from the Capital District Association for Women in Administration. Nationally, a staff member was honored as a 'Disney Outstanding Teacher of the Year'. Our Library Media Specialist served on both the Caldecott and Newbery Committees.

Not only do we pride ourselves in sharing best practice within our immediate community, but also the community at large. Our fifth grade class collaborated with a fifth grade class in a neighboring district to write original poetry. They performed their 'rap' at both school settings during school assemblies. Sharing success is a priority at Westmere Elementary.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The educational program at Westmere Elementary is designed to develop life long learners. Our educational environment provides students with hands-on experiences that help them develop the knowledge, skills, and attitudes needed to succeed in our ever-advancing society. Children are taught the skills of effective communication and collaborative grouping strategies, allowing opportunities for students to be both student and teacher. Our programs help students build confidence in themselves as learners. NYS learning standards and core curriculum provide the backbone for all core academic courses as well as art, music, and physical education. All teachers have been involved in 'Curriculum Mapping' as we plan our instructional program.

The Language Arts curriculum at Westmere Elementary incorporates reading, writing, listening and speaking. The overall goal of the Language Arts program is to develop the students' ability to communicate effectively by developing confidence and competence in all four components. Through daily readers' and writers' workshop models, instruction occurs individually, in small groups and in whole group settings. Students read and write every day for various purposes and receive frequent written and oral feedback from their teachers and their peers.

The Mathematics curriculum at Westmere is based around the University of Chicago's Everyday Mathematics program. By using a spiral approach to math, students are able to learn at their own pace, making the learning more meaningful and lasting. Lessons are hands-on, and provide opportunities for the students to learn from each other as well. This program also employs a communication link to the students' homes, which encourages parents to involve themselves in their child's growth.

The foundation of Westmere Elementary's Social Studies curriculum is based on NYS's Social Studies Standards. Students begin to build their background knowledge by learning about and developing an understanding of geography, economics, world history, culture, politics, and their civic duty as an American citizen. The students learn by participating in inquiry based projects, research, cooperative learning and partnerships, field trips, presentations, and independent projects.

Westmere Elementary's Science curriculum takes a hands-on/minds-on approach. Although each grade level focuses on different scientific questions and involve various student-directed activities and experiments, they all share common threads such as the process of inquiry, direct observation and note taking, classification and comparison, prediction and hypothesizing, problem solving, the use of trade books, internet resources and other technological resources as well as student-directed questioning, journaling and oral discussions.

The technology curriculum at Westmere integrates the National Education Technology Standards with our everyday academic curriculum. Not only are our students proficient in the use of technology through the use of our mobile laptop cart, classroom computers, digital cameras, scanners and video recorders, but students are able to use and apply technology in meaningful ways which enhance every area of our curriculum. For example, the Kindergarten has created a class Wiki which can be viewed at www.kindergartenchronicle.pbwiki.com (password: phelan), teachers have web pages in order to keep parents connected to the classroom, fifth grade students recorded their Heritage projects as web casts and our Library has created an interactive website with links to many literature rich and 'kid-safe' websites. It can be viewed at http://www.guilderlandschools.org/westmere/Library/libraryhome.htm

Westmere's FLES (Foreign Language Early Start) program began in fall 2007. Each week, primary students receive 20-30 minutes of Spanish instruction through music, art, and conversation. In each succeeding year, another grade will be added until all children, K-5, are receiving Spanish instruction.

At Westmere, Art, Library Media, Music, and Physical Education (referred to as Special Areas) are all studied as separate disciplines in grades 1-5. Art and Music assist in the development of a student's emotional and intellectual growth through sensory experiences that promote creativity, imagination, and artistic expression. The ultimate goal of the Library Media program is to ensure that students as well as staff are effective thinkers and users of ideas and information. The Physical Education program strives to help learners build on their coordination and physical fitness as well as their social skills in a non-competitive atmosphere.

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

Reading is a socially constructed activity. At Westmere, the Readers' Workshop approach creates a setting where children can interact with other people and books. This happens at a daily designated time with a format that allows for exploring whole texts of quality children's literature with natural patterns in meaningful ways.

Readers' Workshop is an effective framework to teach the New York State Curriculum and develop its core performance standards for reading, writing, listening and speaking. Children gather each day for a mini-lesson based on a line of inquiry. Then they set about working. This work time can happen in a variety of structures (independent reading, guided reading, literature circles, shared texts or partner reading). At the end of a reading session, the class reconvenes to discuss ways readers responded to the lesson. This share time is invaluable as it validates both an individual's thinking as well as the group's ability to create new and deeper ideas as a whole.

Teaching strategic thinking by orchestrating reading cues (meaning, language structure and grapho-phomenic) is key to Westmere's kindergarten through second grade's reading curriculum. Children are taught how to read by actively doing it.

Our intermediate reading curriculum continues to include ways to develop and sustain meaning as well as to consider thinking beyond the text. Teachers help students strengthen their abilities to connect, question, infer and synthesize when reading. Word study and vocabulary development remain valuable aspects of teaching.

The Reader's Workshop approach encourages thinking, discussion and collaboration. Our teachers value these behaviors in their classrooms and practice them as well when planning with colleagues. Westmere's reading instruction is informed by research done by Lucy Calkins, Harvey & Goudvis, Isoke Nia and Debbie Miller along with others. We feel fortunate to have wonderful resources to create a community of learners where children are nurtured to become readers and thinkers for life.

3. **Additional Curriculum Area:**

Westmere Elementary uses the Everyday Math Program for math instruction in grades K-5. This program, developed by The University of Chicago, has been in use in the elementary schools in the Guilderland School District since 2002.

While this math curriculum embraces many of the goals of a traditional math program, Everyday Math's approach to learning allows for a greater breadth and depth of math concepts that the student will become secure in. This program moves beyond basic arithmetic, and nurtures critical thinking skills in students by using meaningful real world problems and situations. The Everyday Math Program allows teachers and students to set high expectations for learning. The Guilderland School District embraces the fostering of student centered learning as one of the priorities of our district. The Everyday Math Program utilizes a spiral approach to learning, first exposing the student to new concepts in an informal manner, and then building upon this exposure through more direct instruction using a variety of strategies and activities. This method of instruction enables children to construct their own knowledge base, and develop at their own pace. In this approach, the students work within a safe classroom environment, as well as experience opportunities to learn from one another. This kind of authentic learning experience is a cornerstone of the mission statement of Westmere Elementary.

4. **Instructional Methods:**

The instructional methods employed at Westmere Elementary mirror the Guilderland School Districts mission of educating children to succeed in the 21st century. At Westmere, we work within communities, not classrooms. Teachers take time during the day to hold class meetings in which children learn to appreciate and respect one another's similarities and differences. Teachers in our school are trained in cooperative learning methods in order to help students further their learning by becoming teachers themselves. Students at Westmere are encouraged to explore areas of interest through independent study opportunities, and all children are candidates to take part in enrichment activities offered during the school day. A mobile laptop lab allows for students to have regular exposure to technology, and helps students to understand various methods of research. Both teachers and students are educated in the

multiple intelligences theory, and students are taught at a young age to set goals for themselves as a means to take ownership of their learning. Teachers use student data to drive whole class instruction, and individual needs are met through the use of student-teacher conferencing. Students also have opportunities to stay after school if they need assistance with a topic, or for a variety of extracurricular activities such as chorus, band, orchestra, or intramurals. Westmere's dedication to the success of all children can be seen in our Instructional Study Team, in which teachers from a variety of areas meet and discuss best practices for individual children. The rich learning environment provided at Westmere has developed life long learners that are prepared for the ever-changing world in which we live.

5. **Professional Development:**

As a member of the Guilderland School District, Westmere Elementary has a comprehensive professional development plan that offers cutting edge training in all content areas. The district also employs a full time staff developer who is in charge of coordinating professional development opportunities for the school year, as well as offering individual classroom visits to assist teachers in developing the curriculum within their specific classroom community.

New teachers to our district take part in an in depth series of summer workshops in all content areas, as well as cooperative learning, special education, bully prevention and classroom management. During the summer, the district also sponsors both a reading and a writing institute based on the teachings at Columbia University's Teachers' College. These workshops are open to all teachers in the district, and are a requirement for new teachers. These institutes feature a variety of workshops led by experts such as Isoke Nia, Katie Wood Ray, and Stephanie Harvey. New teachers are required to participate in a mentor program for their first two years at Westmere during which they work with experienced teachers within the building to develop and refine their instructional strategies and classroom management skills.

Throughout the school year, the district offers a variety of after school in-service workshops to all teachers in the district. In-service workshops are planned based on teacher input as well as identified areas of need within the district. These workshops cover a multitude of subject areas. Each school in the Guilderland District has a Teacher Leader in each subject area. The Teacher Leader in our school serves as the local expert in their content area and coordinates professional development in that specific curricular area. They work with teachers in the alignment of standards, instruction and assessment. In addition, they facilitate conversation among teachers around the state assessments and deconstruct tests to focus on student performance on each standard over time. This information is then used to target instruction to specific standards.

The Westmere Data Team plays a significant role in providing professional development that connects classroom instruction to student outcomes, paying specific attention to those groups of students who may benefit from targeted instruction in particular areas. This representative team of teachers and the principal meet monthly to review student performance data from state and local assessments and to collaborate with the entire staff on the development of programs to improve student achievement. One such initiative was the creation of English Language Arts and Math 'Boost Clubs'. The Data Team not only works collaboratively to create these programs they also evaluate the programs to determine if they have met their intended goals.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test English Language Arts

Edition/Publication Year NYSTP 2005-0 Publisher CTB McGraw-Hill/NYS Education Dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	82	80			
% "Exceeding" State Standards Level 4	16	7			
Number of students tested	88	96			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4		30			
% "Exceeding" State Standards Level 4		0			
Number of students tested		10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 4   Test English Language Arts

Edition/Publication Year NYSTP 2001-2   Publisher CTB McGraw-Hill/NYS Education Dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	January	January
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	83	86	79	72	71
% "Exceeding" State Standards Level 4	10	6	19	11	23
Number of students tested	96	78	84	114	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4			25	0	12
% "Exceeding" State Standards Level 4			0	0	0
Number of students tested			12	14	17
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4				53	50
% "Exceeding" State Standards Level 4				0	20
Number of students tested				15	10
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 5   Test English Language Arts

Edition/Publication Year NYSTP 2001-2   Publisher   CTB McGraw-Hill/NYS Education Dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	90	84			
% "Exceeding" State Standards Level 4	11	22			
Number of students tested	81	82			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	2			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4		36			
% "Exceeding" State Standards Level 4		9			
Number of students tested		11			
3. Asian or Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4	80				
% "Exceeding" State Standards Level 4	20				
Number of students tested	10				
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Math

Edition/Publication Year NYSTP 2006   Publisher CTB McGraw-Hill/NYS Education Dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	97	94			
% "Exceeding" State Standards Level 4	38	41			
Number of students tested	89	98			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4		60			
% "Exceeding" State Standards Level 4		0			
Number of students tested		10			
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4		100			
% "Exceeding" State Standards Level 4		22			
Number of students tested		9			
4. Asian					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4	100				
% "Exceeding" State Standards Level 4	60				
Number of students tested	10				

Subject Math   Grade 4   Test Math

Edition/Publication Year NYSTP 2001-2   Publisher CTB McGraw-Hill/NYS Education Dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	95	93	89	92	91
% "Exceeding" State Standards Level 4	44	43	51	50	49
Number of students tested	96	81	84	113	113
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.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4			33	57	53
% "Exceeding" State Standards Level 4			17	7	12
Number of students tested			12	14	17
3. Economically					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4				80	82
% "Exceeding" State Standards Level 4				27	27
Number of students tested				15	11
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test Math

Edition/Publication Year NYSTP 2001-2   Publisher CTB McGraw-Hill/NYS Education Dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	95	85			
% "Exceeding" State Standards Level 4	37	37			
Number of students tested	78	84			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4		18			
% "Exceeding" State Standards Level 4		0			
Number of students tested		11			
3. Asian					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4	100				
% "Exceeding" State Standards Level 4	40				
Number of students tested	10				
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					