2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name _____ Westgate School _____
(As it should appear in the official records)

School Mailing Address _____ 500 S. Dwyer Avenue _____
(If address is P.O. Box, also include street address)

___Arlington Heights_____ Illinois_____ 60005-2261_____
City   State   Zip Code+4 (9 digits total)

County __Cook_____State School Code Number*__14-016-0250-02-2016___

Telephone (847)   398-4292 Fax (847) 394-6191 _____

Website/URL: http://www.ahsd25.k12.il.us/School%20Info/Westgate/westgate.html E-mail: dwyer@ahsd25.k12.il.us

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

_____Date_____
(Principal's Signature)

Name of Superintendent* _____ Dr. Alan Simon _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Arlington Heights School District 25   Tel. (847) 758-4870 _____

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

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____ Mr. Daniel Petro _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: __7__ Elementary schools
                                          __2__ Middle schools
                                          _____ Junior high schools
                                          _____ High schools
                                          _____ Other

                                          __9__ TOTAL

2. District Per Pupil Operating Expenditure: ____$10,289____

    Average State Per Pupil Operating Expenditure: _____$8,786____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [ ]   Urban or large central city
    [ ]   Suburban school with characteristics typical of an urban area
    [X]   Suburban
    [ ]   Small city or town in a rural area
    [ ]   Rural

4. ____.5__ Number of years the principal has been in her/his position at this school.

    ____3__ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	50	36	**86**		8			
1	48	49	**97**		9			
2	46	43	**89**		10			
3	65	47	**112**		11			
4	59	48	**107**		12			
5	48	44	**92**		Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**583**

6. Racial/ethnic composition of   87   % White
   the students in the school: 1   % Black or African American
                                       7   % Hispanic or Latino
                                       5   % Asian/Pacific Islander
                                       0   % American Indian/Alaskan Native
                                   100% Total

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

7. Student turnover, or mobility rate, during the past year: ____7____%

   [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.	27
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	569
(5)	Total transferred students in row (3) divided by total students in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: ____7___%
                                      ___39____Total Number Limited English Proficient
   Number of languages represented: ___20_____
   Specify languages: Spanish, Albanian, Assyrian, Czech, Polish, Greek, Arabic, Punjabi, Korean, Chinese-Cantonese, Pilipino-Tagalog, Japanese, Bosnian, Gujarati, Vietnamese, French, Bulgarian, Serbian/Croatian, German and Russian

9. Students eligible for free/reduced-priced meals: ____10____%

   Total number students who qualify: ____59____

   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: ___15_____%
                                                    ____89____Total Number of Students Served

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

__6_Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	_59_Specific Learning Disability
____Emotional Disturbance	_20_Speech or Language Impairment
__3_Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	__1_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)	___2____	_____
Classroom teachers	___25___	____5___
Special resource teachers/specialists	___13___	___10___
Paraprofessionals	___9____	_____
Support staff	___29___	____7___
Total number	___78___	___22___

12. Average school student-"classroom teacher" ratio, that is, the number of
students in the school divided by the FTE of classroom teachers: 20:1

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

	2004-2005	2003-2004	2002-2003
Daily student attendance	96%	96%	96%
Daily teacher attendance	90%	88%	90%
Teacher turnover rate	10%	9%	12%

PART III - SUMMARY

Westgate Elementary School, Arlington Heights, Illinois, offers children in Early Childhood through grade 5 a wealth of varied learning experiences. This year, Westgate is home to 580 students, 565 in kindergarten through grade 5 and 15 in School District 25's Early Childhood Program. Westgate is a large school with a small school feel. The building is located within a neighborhood, so almost 90 percent of its students walk to school every day. The school mission is consistent with the district vision; that is, to provide a superior education for a lifetime of learning. Westgate staff members work with parents to ensure that all children are placed in classrooms that meet their educational needs. Westgate **believes**

- All students can learn
- Students learn at different rates and in different ways
- High expectations influence performance
- Parent involvement is critical to student success
- Cultural diversity enriches our school experience

Westgate **provides**

- A well-trained student-centered staff
- A safe and nurturing learning environment
- A rigorous academic program with a comprehensive curriculum aligned to state standards
- The CHARACTER COUNTS!$_{sm}$ Program to promote positive self-esteem and emotional well being
- Computer software and other mediums to enhance the educational process.

Westgate **expects**

- Students will be academically and emotionally prepared for middle school and beyond
- Students will be productive citizens in their community
- Students will acquire the knowledge and skills necessary to be successful in a global, rapidly changing world.
- Parents and teachers will work as a team with student growth in mind

Westgate is proud of its outstanding teaching staff:

- 86% of Westgate teachers have a Master's degree or higher
- 10% of teachers are Nationally Board Certified
- 1 Golden Apple Finalist

Westgate offers a rigorous, balanced, dynamic educational program that includes single-age, multi-age and self-contained special education classes. Kindergarten, first grade, and second grade children are placed together in single-grade classes. Beginning in third grade, children may be placed in single-grade classes or in multi-age classes incorporating two grades into one classroom.

The roles of family and community are crucial to the education of our students. Parents are actively involved and informed. The Parent Teacher Association (PTA) provides educational opportunities outside the classroom setting for our students, such as mini-courses and school assemblies. Furthermore, parents attend many evening events, such as parent night, open house, and curriculum nights sponsored by the district, principal teas and PTA meetings to remain active in the educational process. In 1991, **A B**etter **C**ommunity through Excellence in Education (ABC/25 Foundation) was formed. This not-for-profit organization was created to provide funds for educational enhancement with our school district. The Foundation serves as a partnership between community members and educators within Arlington Heights. With the help of the ABC/25 Foundation, resources to support our School Improvement goals are purchased for the students and the schools. This year, Westgate teachers received ten grants to purchase materials that enrich curriculum and to provide unique, dynamic learning experiences for students.

In addition to the ABC/25 Foundation, Westgate maintains strong relationships with the PTA, Village of Arlington Heights, the Arlington Heights Police Department, the Arlington Heights Park District, and the Arlington Heights Memorial Library. These groups play a vital in Westgate's mission to provide lifetime learning opportunities and to ensure that all students succeed. The Arlington Heights Memorial Library provides book bags for classrooms and sponsors a summer reading program to supplement the school's educational program and incite a love for reading and learning. The Arlington Heights Police Department works closely with the schools as well. Liaison officers from the AHPD work directly with students in the "Too Good for Drugs" program. Together, we established "School Safety Advisory Task Force" to ensure safe schools for all children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results**

Westgate believes that no child should be left behind and is responsible for student academic growth. Third, fourth, and fifth grade students, including those students with Individual Education Plans (IEPs) take the state criterion reference test, the Illinois Standards Achievement Test (ISAT). This assessment tool measures student achievement relative to the Illinois Learning Standards. ISAT results are also available for public review on the following website: www.isbe.state.il.us. A brief description of the performance levels and score range for each level is provided in the following table:

Performance Level	Description
Exceeds Standards (Level 4)	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
Meets Standards (Level 3)	Student's work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Below Standards (Level 2)	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
Academic Warning (Level 1)	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Reading

Westgate is proud to note that the trend for third grade scores shows steady and strong increases over the last four years. Specifically, significant increases in the percentage of students in the Exceeds category:

- From 23% to 36% in third grade reading

In 2002, 23% of students scored in the Exceeds category.   During each of the last three years, our students have been significantly above that mark:

- 2003 -- 36% Exceeds
- 2004 -- 42% Exceeds
- 2005 -- 36% Exceeds

Since 2002, reading scores reflect upward movement from the Meets to Exceeds category. For example, in 2002 the combined categories for Meets and Exceeds were 73% in third grade reading. In 2005 the combined category was 83%. The same trend exists in fifth grade reading. In 2002 the combined percentage was 81%; in 2005 the combined percentage was 85%.

Mathematics

This year, Westgate celebrated its commitment to leaving no child left behind by recognizing an outstanding fact: In 2005, 99% of fifth graders scored in the combined Meets and Exceeds category. Last year, 94% scored in the combined Meets and Exceeds category. In 2002, this combined score was 92%. When the Meets and Exceeds category is combined, third grade math scores show an increase from 88% in 2004 to 94% in 2005.

The trend for third grade math scores shows steady increases over time. Specifically:
- 2002 -- 40% Exceeds
- 2005 – 55% Exceeds

In 2002, 40% of students scored in the Exceeds category.   During each of the last three years, our students have been significantly above that mark:
- 2003, 61% Exceeds
- 2004, 54% Exceeds
- 2005, 55% Exceeds

2.   Using Assessment Results

Westgate is data informed. Formal and informal assessment results are used to make informed decisions regarding student progress and educational programming. A data review cycle has been established to collect and to analyze data regularly throughout the school year.

Summer
Building leadership reviews recent ISAT test results and compares them to our local assessment--the Measure of Academic Progress (MAP Test).   This data is considered for student placement.

Fall
Building leadership team reviews the school and district mission and targets programs aligned with what Westgate believes, provides, expects of all students.

Spring
Individual student progress is monitored, and interventions are adjusted in order to meet student goals.

Westgate employs two methods to monitor, analyze, and share performance data for all students. First, a one-page summary capturing the results of all standardized assessments in the area of literacy development for each grade level is created. Within the worksheet, every student at Westgate is placed on one of four quadrants.   Interventions are identified next to each student. For example, Quadrant I records students whose scores place them at risk based on state and district testing while Quadrant IV lists students who are performing exceptionally well on state and district assessments. The quadrants serve as a natural connection between state and district assessments and classroom performance.

In addition to the Quadrants, a student database is maintained for every student to track student progress throughout their Westgate school experience. The database is updated as assessment results become available. This information provides a long-term account of individual student achievement for every standardized test. Furthermore, interventions are recorded on the database to determine their level of effectiveness. When grade level teams meet to discuss student needs, the information for an individual student provides a tool from which educational decisions can be made.

3.   Communicating Assessment Results

Westgate recognizes that education is a shared responsibility among students, teachers, parents, families, staff, and community members. We also believe in continuous improvement through a comprehensive, dynamic planning process involving all stakeholders. Effective communication between and among the stakeholders regarding building goals and student performance is an essential piece of the school improvement process.

Parents are given multiple opportunities to review student performance data. In the fall, a presentation by the principal is offered in the evening for parents and community members to outline our School Improvement Plan, provide an assessment timeline, and inform stakeholders on how data is used to enhance learning. The information is provided to parents in the PTA Newsletter and our weekly flyer, *The Westgate Weekly*. Our school seeks to maintain a good working relationship with the local newspapers and regularly sends out press releases regarding school activities and events. Westgate operates and maintains a website that includes information and links to student achievement tests. Classroom teachers also publish regular newsletters to keep parents informed about topics covered and upcoming events in the classroom.

Student performance is communicated to parents three times each year through formal progress reports. In these reports, academic and social growth is noted. ISAT and MAP data is also included in progress reports. School District 25 provides parents with information regarding standardized testing with Parent Information nights throughout the year. The district also maintains a website where parents can find information about the various assessments given to students.

Students are informed on our current plan for improvement during our all school assembly the first week of school. In addition, our progress is reported to students during the year through our Student Senate representatives. Westgate teachers work together with students to set goals and monitor academic progress.

4.   Sharing Success

Westgate prides itself on being a professional learning community. We work closely with the other schools in School District 25 to share activities and information within our School Improvement Plan, to analyze data and to set goals for improvement.

During Institute Days through the school year, teachers from different buildings get together in grade level teams or teams of special area teaching to share information and ideas.   This year, teachers from different buildings met to discuss reading strategies and classroom reading instruction.

Within Westgate, teachers use building substitutes and meet together as grade level teams to discuss strategies and units of study. The grade level teams meet three times during the school year to jointly plan units of study. For example, teachers met to discuss and evaluate student writing and the presentation of the Six Traits of quality writing. This articulation is valuable to the teachers as they plan and provide differentiated instruction through best practice teaching.

Westgate continues its goal to collaborate between regular and special education staff. Together, these groups share reading and test-taking strategies to improve academic and test performance of students. Special education teachers meet with literacy teachers to analyze data and to identify students who may benefit from specific skill instruction.

As a Blue Ribbon school, Westgate will have the added responsibility to share its story of success. We will continue to actively seek opportunities to present workshops on how schools can align their programs and commitment to academic success for all students. For example, we plan to share the ways in which we monitor the progress of all students through our Quadrant worksheet and our student database. Furthermore, we will share unique ways to bring the professional learning community concept into full practice. Case in point, our use of faculty learning meetings.

PART V – CURRICULUM AND INSTRUCTION

1.   **Curriculum**

Westgate is committed to teaching the whole child; the mind through a demanding curriculum, the heart through character education, and the creativity through the arts so students can synthesize the importance lifelong learning. Our district curriculum is aligned with the State Learning Standards, which sets high expectations for learning and is delivered through best instructional practices. The Westgate community established a rigorous, balanced curriculum for all students to achieve the expectations identified in our School Mission. Westgate School emphasizes the development of strong basic skills in reading, language arts, mathematics, science, and social studies. Instruction in fine arts, physical education, and life skills is included at all grade levels. Technology is integrated into the curriculum as part of everyday learning activities. Our curriculum goes far beyond the basics in all subjects as we help students develop the critical thinking skills necessary to analyze and evaluate information and solve problems.

Students experience a variety of learning opportunities within our curriculum framework. Students are engaged with significant content. For example, kindergarten and first grade students participate in the Jolly Phonics program, a multi-sensory phonics program introducing students to essential skills for reading and writing. Throughout the year, integrated units of study include projects and presentations; this gives students the opportunity to construct meaning and demonstrate their level of understanding. A case in point, each classroom each month showcases a piece of writing in the school front lobby for parents and community guests.

Westgate offers a comprehensive visual arts, music, and physical education program for all students. Fifth grade band, Music for Youth (a Suzuki-based stringed instrument program), and "Club K" (an after-school physical

education program) is offered to all students to support and enrich classroom instruction.

In addition to being engaged in classroom activities, school-wide activities keep students engaged with significant content. For example, during Science Exploration Day, students participate in various Science Olympiad hands-on experiences. Further, during Celebrate the Arts Day, students participate in a variety of art-based activities. All Westgate students continue to embrace the six pillars of CHARACTER COUNTS!$_{sm}$ The pillars provide a common vocabulary for schools, families, and communities to deliver the message that character does indeed matter. *Too Good for Drugs*, implemented for fifth grade students, and taught by officers from the Arlington Heights Police Department, teaches children that they are too good for drugs, alcohol, and tobacco.

Differentiated instruction is an everyday experience at Westgate. Accordingly, curriculum is presented to students that meet their individual academic needs at a developmentally appropriate level.   Academic support is available to students through gifted instruction, supplemental literacy instruction, English as a Second Language (ESL) instruction, and T.E.A.M. tutoring (Rolling Meadows High School students provide homework support and lesson reinforcement).

Specifically, Westgate utilizes the Flexible Services Delivery System ("FLEX").   FLEX is the problem-solving process through which teachers examine individual learning needs of students. The classroom teacher identifies an area of concern that is inhibiting appropriate progress and then creates interventions, meets with a team of teachers to problem-solve, and monitors progress through data collection methods.

In addition to the curricular format, Westgate provides single-age and multi-age classroom groupings, as well as self-contained special education classrooms. Intermediate and primary "buddy" classes read together and meet to share various learning activities.

2. **Literacy Instruction**.

Westgate's literacy framework goals provide a comprehensive study of reading, writing, listening, speaking, and thinking. Our goal for reading is for students to comprehend a broad range of reading materials, apply reading strategies to improve understanding and fluency, and apply word analysis and vocabulary skills to comprehend selections.

- Scholastic *Literacy Place* materials were chosen to provide a comprehensive selection of literary works.
- *Jolly Phonics* is used in K-1 classrooms to instruct students on letter sounds and blends.

Students receive instruction in reading strategies in whole-class settings. Flexible grouping patterns based on areas of interest or skill level are used in the classroom to practice guided reading strategies. During independent study, students read books on their own at their individual skill level. In primary classrooms, students also participate in literacy centers that provide extra practice with strategies.

Students are assessed in reading using Curriculum-Based Measures (CBMs), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in addition to the district level Measures of Academic Progress (MAP) and state level standardized testing. At the classroom level, student assessment in reading is ongoing.

Westgate focuses on the *Six Traits* of quality writing. Using student-friendly rubrics and published pieces of writing provides students with a target or a goal. Six Traits also emphasizes the natural connection between reading and writing and provides a common vocabulary for writing instruction, which eases the transition as they progress through the grade levels from primary and intermediate grades to middle school.

Westgate assesses student growth in writing by meeting as grade level teams to collectively score pieces of writing using a common six-trait rubric. A teacher-led Writing Committee also meets to provide support to teachers. Westgate showcases student writing in a weekly "Spotlight on Writing," where classroom writing is presented to exhibit a particular trait.

3.   **Other Areas of Instruction**.

Westgate expects that all students will acquire the knowledge and skills necessary to be successful in a global, rapidly changing world. Therefore, students are provided with curricula in the areas of health, physical education, visual arts, drama, vocal music, instrumental music, and technology.

Math. Westgate follows the University of Chicago School Math Project, *Everyday Math*. Students demonstrate and apply knowledge in number sense, patterns, ratios, and proportions. They use algebraic, analytical, and geometric methods to work with data and use statistical methods to interpret uncertainty. Activities provide real-world connections for students. Students generate ideas through practice using manipulatives and technology. The home-school connection is particularly emphasized at Westgate. Classroom math instruction is supplemented with reinforcement practice in computational operations. Classroom enrichment activities are also provided to high achieving math students.

Science. The district has written a curriculum map for K-5 science instruction so that each grade level is focusing on a separate life, earth, and physical science topic. The goal for science instruction is for students to understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students understand the relationships among science, technology and society in historical and contemporary contexts. The science curriculum provides hands-on activities to promote engaged learning and integrated units that incorporate real-life application. Experiments and discovery are key components of every unit.

Social Science. Westgate follows a curriculum map for K-5 Social Science instruction that emphasizes current events, research, and map skills. Primary source documents are used in all grade levels. Students understand political and economic systems, with an emphasis on the United States. Students will also understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

4.   **Methods of Instruction.**

Westgate School celebrates that students learn at different rates in different ways. This means teaching students at their individual level. Strategic methods to group students and target learning needs are identified and implemented.

Literacy by Design is a school-based intervention program at grades K-5 to support students who need to strengthen their literacy development. Westgate has one full-time and one part-time certified reading instructor. This needs-based literacy framework has increased the ability to provide flexible interventions.

Students who primarily communicate in a language other than English receive instruction from a certified ELL teacher. These students receive either support services or an alternate reading program in either push-in or pull-out instruction. The ELL teacher uses reading strategies used in the classroom but incorporates strategies particular to ELL students. Writing support is also given.

Westgate offers a gifted education program. Teachers provide support through enrichment activities and lessons to students in small groups for high-achieving students in classrooms. They also teach a gifted curriculum to identified gifted students that include research, critical thinking and creative thinking skills and lessons that focus on the affective part about being a gifted individual. Westgate also offers fourth and fifth grade accelerated math classes that cover the fourth, fifth, and sixth grade UCSMP curricula over two years instead of three.

Special education resource teachers provide services to identified special education students. Most students with special needs are in general education environments for some or all of their day and require accommodations or modifications. Those accommodations vary from student to student. Resource teachers generally deliver cross-categorical programming in special education settings. Westgate hosts the district's Integrated Services program, a self-contained classroom at each grade level. Students in self-contained programming have most of their educational services delivered in separate classrooms. Elements of this program are described in previous sections.

5.   **Professional Development**.

Reflective practice is the best educational practice. District 25 is committed to providing professional development opportunities for teachers that not only support individual professional goals, but also connect to state recertification. Each year, teachers present professional goals that match SIP goals and state personal goals for professional growth. Goal-setting conferences with a principal are held to reflect on progress toward individual professional growth.

Student achievement at Westgate has sharply increased over the last four years. This can largely be attributed to the Westgate teaching staff that demonstrates a commitment to learning through their expertise, professionalism, curiosity, and aptitude for excellence.

Each month, learning faculty meetings are professional development opportunities for staff members. The whole staff participates in a book study focused on *Teaching Reading in the 21st Century* (Graves, et al.). Teachers facilitate meetings by taking the initiative to present chapters. This professional development model is based on the book *Whole Faculty Study Groups* (Murphy). Next year, teachers will divide into learning groups on a topic relevant to his/her own particular area of teaching and/or area of interest.

During the 2005-2006 school year, four School Improvement Plan days and six institute days gave teachers an opportunity to learn and plan together.   Presentations were given for Westgate staff on topics including best practice literacy instruction, using assessment data to plan instruction, incorporating new technology into current curricula content, and using the National Archives and primary source documents into our new social science curriculum. In addition to planned SIP days and inservice days, the district provides regular workshops and classes for teachers and has a schedule on our district website. We also have cohort master degree programs in connection with local universities for teachers to be certified as reading specialists and in educational leadership.

PART VII – ASSESSMENT RESULTS

School Test Data 2002 - 2005

Westgate Elementary School Third Grade Mathematics Results

The table below shows ISAT data for Third Grade Mathematics over the last four years.

Subject <u>Mathematics</u>   Grade: <u>Third</u>

Test: <u>Illinois Standards and Achievement Test (ISAT)</u>

Edition/Publication Year: <u>2005</u>

Publisher: <u>Illinois State Board of Education</u>

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	April	April
SCHOOL SCORES*				
% Combined Meets and Exceeds Standards	94.0	88.0	94.6	91.0
% At Meets State Standards*****	39.0	34.3	33.3	51
% At Exceeds State Standards*****	55.0	53.7	61.3	40
Number of eligible students tested	100	67	75	96
Percent of students participating in state tests	100%	100%	99%	97%
SUBGROUP SCORES				
1. Disabled				
% At or Above Meets State Standards	62.5	52.6	60.0	70
% At Exceeds State Standards	12.5	15.8	20.0	10
2. Non-Special Education				
% At or Above Meets State Standards	34.5	27.1	29.2	49
% At Exceeds State Standards	63.1	68.8	67.7	43
STATE AVERAGE SCORES				
% At or Above Meets State Standards	45.2	46.1	44.6	44
% At Exceeds State Standards	34.1	33	31.1	30

School Test Data 2002 - 2005

Westgate Elementary School Third Grade Reading Results

The table below shows ISAT data for third grade reading over the last four years.

Subject <u>Reading</u>   Grade: <u>Third</u>

Test: <u>Illinois Standards and Achievement Test (ISAT)</u>

Edition/Publication Year: <u>2005</u>

Publisher: <u>Illinois State Board of Education</u>

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	April	April
SCHOOL SCORES*				
% Combined Meets and Exceeds Standards	83.0	77.6	82.7	74.0
% At Meets State Standards*****	47.0	35.8	46.7	51
% At Exceeds State Standards*****	36.0	41.8	36.0	23
Number of students tested	100	67	75	96
Percent of students participating in state tests	100%	100%	99%	97%
SUBGROUP SCORES				
1. Disabled				
% At or Above Meets State Standards	50.0	26.3	40	38
% At Exceeds State Standards	12.5	21.1	0	0
2. Non-Special Education				
% At or Above Meets State Standards	46.4	39.6	47.7	52
% At Exceeds State Standards	40.5	50	41.5	27
STATE AVERAGE SCORES				
% At or Above Meets State Standards	45.1	42.4	40.1	44
% At Exceeds State Standards	21.5	22.7	21.9	19

School Test Data 2002 - 2005

Westgate Elementary School Fifth Grade Mathematics Results

The table below shows ISAT data for fifth grade mathematics over the last four years.

Subject <u>Mathematics</u>   Grade: <u>Fifth</u>

Test: <u>Illinois Standards and Achievement Test (ISAT)</u>

Edition/Publication Year: <u>2005</u>

Publisher: <u>Illinois State Board of Education</u>

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	April	April
SCHOOL SCORES*				
% Combined Meets and Exceeds Standards	98.7	94.1	89.8	94.0
% At Meets State Standards*	68.8	60.8	68.5	65
% At Exceeds State Standards*	29.9	33.3	21.3	29
Number of students tested	77	102	89	99
Percent of students participating in state tests	100%	100%	99%	100%
SUBGROUP SCORES				
1. *Disabled*				
% At or Above Meets State Standards	70.0	77.3	65.0	63
% At Exceeds State Standards	20.0	0	0	26
2. *Non-Special Education*				
% At or Above Meets State Standards	68.7	56.3	69.6	65
% At Exceeds State Standards	31.3	42.5	27.5	29
STATE AVERAGE SCORES				
% At or Above Meets State Standards	60.8	59.8	58.6	55
% At Exceeds State Standards	12.4	12	9.7	8

School Test Data 2002 - 2005

Westgate Elementary School Fifth Grade Reading Results

The table below shows ISAT data for Fifth Grade Reading over the last four years.

Subject: <u>Reading</u>   Grade: <u>Fifth</u>

Test: <u>Illinois Standards and Achievement Test (ISAT)</u>

Edition/Publication Year: <u>2005</u>

Publisher: <u>Illinois State Board of Education</u>

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	April	April
SCHOOL SCORES*				
% Combined Meets and Exceeds Standards	84.5	78.4	75.0	82.0
% At Meets State Standards*****	49.4	39.2	35.2	34.0
% At Exceeds State Standards*****	35.1	39.2	39.8	48.0
Number of students tested	77	102	88	99
Percent of students participating in state tests	100%	100%	99%	100%
SUBGROUP SCORES				
1. Disabled				
% At or Above Meets State Standards	20.0	36.4	26.3	26
% At Exceeds State Standards	40.0	4.5	15.8	26
2. Non-Special Education				
% At or Above Meets State Standards	53.7	40	37.7	36
% At Exceeds State Standards	34.3	48.8	46.4	52
STATE AVERAGE SCORES				
% At or Above Meets State Standards	40.4	35.9	37.3	37
% At Exceeds State Standards	19.4	25	23.1	22