

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

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

Official School Name Neil Armstrong School (As it should appear in the official records)

School Mailing Address 2849 Calais Drive (If address is P.O. Box, also include street address)

San Ramon CA 94583-3116 City State Zip Code+4 (9 digits total)

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

(Principal's Signature) Date

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

Name of Superintendent Mr. Robert Kessler (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified Tel. (925) 552-2933

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

(Superintendent's Signature) Date

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

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 17 Elementary schools
 6 Middle schools
 — Junior high schools
 3 High schools
 26 TOTAL

2. District Per Pupil Expenditure: 6,185
 Average State Per Pupil Expenditure: 6,360

SCHOOL (To be completed by all schools)

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

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

4. 7 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	38	47	85	7			
1	57	30	87	8			
2	46	42	88	9			
3	44	43	87	10			
4	29	46	75	11			
5	39	36	75	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							497

6. Racial/ethnic composition of the students in the school:
- | | |
|----|-----------------------------------|
| 69 | % White |
| 2 | % Black or African American |
| 6 | % Hispanic or Latino |
| 22 | % Asian/Pacific Islander/Filipino |
| 1 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 8%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	491
(5)	Subtotal in row (3) divided by total in row (4)	.0835
(6)	Amount in row (5) multiplied by 100	8.35

8. Limited English Proficient students in the school: 5%
23 Total Number Limited English

Proficient

Number of languages represented: 21

Specify languages: Spanish, Vietnamese, Cantonese, Korean, Pilipino, Portuguese, Mandarin, Japanese, Arabic, Farsi, French, German, Hindi, Indonesian, Punjabi, Russian, Urdu, Gujarati, Rumanian, Taiwanese and all other non-English language

9. Students eligible for free/reduced-priced meals: 3.5%

17 Total Number Students Who Qualify

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

10. Students receiving special education services: 17%
83 Total Number of Students Served

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

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired (504)
<u> </u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>43</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>7</u> Multiple Disabilities	<u>1</u> Visual Impairment Including 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>	<u> </u>
Classroom teachers	<u>22</u>	<u>1</u>
Special resource teachers/specialists	<u> </u>	<u>6</u>
Paraprofessionals	<u> </u>	<u>7</u>
Support staff	<u> </u>	<u>7</u>
Total number	<u>23</u>	<u>21</u>

12. Student-“classroom teacher” ratio: Grades K-3 20:1
Grades 4,5 30:1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.13%	96.57%	96.74%	96.51%	96.71%
Daily teacher attendance	94%	95%	93%	94%	93%
Teacher turnover rate	24%	22%	15%	12%	10%

* The mobility rate shows a more senior staff in the early years, and in recent years, the opportunity to hire new teachers due to transfers out of the area, increased enrollment and class size reduction.

PART III – SUMMARY

Neil Armstrong Elementary School in San Ramon, California was opened in the Fall of 1969 and named in honor of astronaut, Neil Armstrong, who was the first man to walk on the moon a few months prior to the opening of our school. The school is dedicated to preparing students for the future by teaching students the skills and knowledge necessary to be successful in an ever changing world. Our school vision, site goals and the California State Standards are the driving forces behind the development of a rigorous academic program. The Neil Armstrong community is committed to helping students achieve high academic standards while striving to meet the needs of all students.

Neil Armstrong serves a middle class community that is made up of rentals, single-family homes and condominiums. Our school is located in the city of San Ramon and houses 497 students in grades kindergarten through fifth grade. In grades K-3 class size is 20 students and in grades 4-5 there is an average of 30-34 students per classroom. There are 21 regular education teachers in addition to credentialed specialists in science, physical education and music. Our support staff is made up of a speech therapist, a resource teacher, a school psychologist, a special day class teacher, a Title I reading/English Language Development teacher and part-time counseling staff. In addition, our school is fortunate to have a part-time librarian, computer instructional assistant and para-educators who support classroom instruction and at risk students.

Neil Armstrong's vision is to strive to create a safe environment, which fosters the development of responsible and caring students who are lifelong learners and critical thinkers. Our vision is reflected in the rigorous standards based academic program that we provide for all students. We are committed to supporting all students in becoming the best that they can be. This is achieved through numerous early intervention programs that serve students in a variety of ways and includes: English Language development pull out, special education/speech services, and enrichment and extension projects for GATE and high achieving students. The intervention programs that have had the greatest impact on student achievement are the before/after school reading and math classes for 4-5 students, The BEAR club (Be Enthusiastic About Reading) tutoring program for grades 1-2, the Soaring Eagle reading tutorial program and the math club for grade 3 students.

Our students take pride in their school and demonstrate positive citizenship and respect for others. Students are trained in a conflict resolution program called "Talk It Out" which enables students to resolve everyday problems in a positive manner. Students also participate in weekly lessons from the Skills For Growing program which teaches positive decision-making, respect for others, drug awareness, self-esteem and cooperation. Our Student Council provides leadership for the school by coordinating service projects and special events. All students are recognized at "Pride Assemblies" via our "Soaring Eagles" awards program that either acknowledges a student for certain character traits and/or highlights the uniqueness of each student.

We encourage parents to work with us as partners in educating their children. As a result, parents are extremely supportive with their time and other resources. Parents are active partners in the education of their children through their involvement in PTA, School Site Council, The GATE (Gifted and Talented) Advisory Committee, the English Language Learner Committee, the Focus Alternative Education Program, the Art Docent Program, Academic Boosters and as volunteers in classrooms and at special events. Neil Armstrong School also has many partnerships with major corporations such as Chevron and the Sunset Corporation who provide resources that benefit our students. Our school is an example of how academic excellence can be achieved when an entire community - parents, teachers, students and businesses – work together to achieve common goals. This is reflected in our school motto which states, "Together We Can Create Something Wonderful."

Neil Armstrong is a standards-based learning community, where all elements of each student's growth (academic, social/emotional and physical) are addressed. We are committed to fostering in our students the development of rigorous academic skills and positive citizenship skills.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the reading and mathematics assessment results.

The Standardized Testing and Reporting (STAR) program is used to evaluate the performance of California students in grades 2-12. The STAR program is comprised of two main elements: the California Standards Test (CST) and the Stanford Achievement Test (SAT9). While the SAT 9 has been a part of the STAR program for many years, the CST components have been added recently to align statewide assessment with the California State Content Standards.

The California State Content Standard assessment is a criterion reference test that shows our students' achievement levels relative to state standards in the areas of English/Language Arts and mathematics. Because this program has been recently implemented by the state, we have available two years of criterion reference data for English/Language Arts and one year of criterion reference data for mathematics. To fully demonstrate our school's academic growth we are also presenting the three most recent years of SAT 9 data.

For the CST portion of the STAR program, the California Department of Education (CDE) reports results by classifying the percentage of students in various performance categories which include far below basic, below basic, basic, proficient and advanced.

Students at Neil Armstrong achieve at high levels in both English/Language Arts and mathematics. Our California Standards data (Tables 1-4) shows that in English/Language Arts 96% of our students in Grade 2, 94% of students in Grade 3, 99% of students in Grade 4 and 88% of students in Grade 5 are performing "at or above basic" in total reading as compared with statewide data that shows that 63% to 71% of students in California are scoring "at or above basic." The data for mathematics (Tables 5-8) shows that 95% of students in Grade 2, 94% of students in Grade 3, 85% of students in Grade 4 and 80% of students in Grade 5 are performing "at or above basic" as compared to state data that shows 59% to 67% of students in California are scoring "at or above basic."

SAT 9 data utilizes national percentile rankings to compare our students' achievement scores to national norms. Tables 9-16 show the percentage of students who are performing at standard on the Total Reading and Total Math sections of the SAT 9. California considers students to be at standard if they score at or above the 50% on this standardized test. Our achievement data in reading shows that 90% of second graders, 91% of third graders, 82% of fourth graders and 72% of fifth graders are at standard. In mathematics, 91% of second graders, 96% of third graders, 87% of fourth graders and 79% of fifth graders are at standard.

Disaggregated data for our three numerically significant subgroups: female, male, and white shows that members of these groups are scoring well above the 50% on the SAT 9 and significantly higher than what the state defines as at standard on the Content Standards Test in both subject areas. The California Department of Education defines a significant subgroup as a group of students that comprise at least 15% of the tested enrollment or have at least 100 students with valid SAT 9 scores.

Extra emphasis has been placed on using strategies that specifically address the needs of our low performing students (special education, limited English and Title I students) coupled with the creation of intervention programs to improve achievement levels for these students. The disaggregated data on Tables 17 and 18 shows that our efforts have resulted in a trend towards increasing the number of students performing at standard on the SAT 9 in reading and math based on three years of data.

IV.2 Show in one -half page how the school uses assessment data to understand and improve student and school performance.

Neil Armstrong School utilizes state and district assessment data to inform instructional decisions designed to improve student performance. We use this data to evaluate program effectiveness and to guide daily instruction to address individual student needs towards achieving district and state standards in all curricular areas. During weekly grade level meetings our staff examines student work, assesses student progress, and discusses instructional strategies/modifications that differentiate learning for the varying needs of all students.

Each fall our staff reviews the SAT 9 test results. The data is used to look for trends in student performance school -wide and by grade level. Teachers analyze sub skills to determine areas of relative strengths/weaknesses. Teachers use this information to plan their instructional program. Individual student profiles are analyzed and used by teachers to create flexible groupings that address specific skill needs. In addition, both formal and informal data is used to place students in reading intervention programs. In Language Arts, district assessments include the Phonics Survey, TOPA (Test of Phonological Awareness), San Diego Quick, and Gates MacGinite . This formative data is used to measure student progress in developing strong literacy skills and to adjust instruction to meet individual needs. Teachers use district writing rubrics and anchor papers to assess student writing for content and conventions. Students are learning to assess their own work with teacher/student created rubrics

Mathematics achievement is also evaluated in a variety of ways. District/teacher developed assessments aligned with the standards based report card have become an important tool for staff, parents, and students in assessing progress, informing instructional decisions and identifying individual student improvement goals. The Stanford Achievement Test and other data is analyzed school-wide and by grade level in order to make programmatic or instructional changes to ensure student success. Disaggregated data is also reviewed in order to monitor progress of special education, English Language Learners, GATE students and Title I students in reading and mathematics. These multiple measures are also used to identify students to participate in an after school math tutoring program created to meet the needs of students who are below standard.

Our staff places a strong emphasis on the importance of students setting their own personal learning goals each trimester. At student-led conferences students, parents, and teachers discuss performance relative to the grade level, standards based report card. Evidence of progress towards achieving standards is based on formal/informal assessments, portfolios, anecdotal records and teacher observation data.

IV.3 Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Neil Armstrong School communicates student performance including assessment data to parents, students, and the community in a number of ways. Each fall parents receive a copy of the vision statement and school plan goals. At Back to School Night parents receive a grade level booklet describing district standards and benchmarks, and learn about the standards-based report card.

Standardized test scores are reported in the local newspapers, the School Accountability Report Card (published annually), the monthly PTA newsletter, "Eagle Edition," the state/district/site web sites and the district publication called "Inside Our Schools" which is mailed to every home in our community. Throughout the year School Site Council and the staff analyze test results to determine the effectiveness of current programs and then formulate goals for the coming school year.

During weekly grade level meetings teachers identify instructional targets for each trimester in all curricular areas based on the standards and benchmarks. A monthly grade level newsletter is written to describe the standards that are being emphasized that month. The grade level newsletter is posted on our school web site so that it is accessible to parents and the community.

Information about student progress is also communicated to the parents during Student- Led Three Way Conferences. Over the last three years, surveys have indicated that parents feel they have a clear understanding of what their child knows and is able to do in relation to the standards as a result of using this conferencing format. Student portfolios and other forms of evidence are sent home along with the report card to show student progress towards meeting the standards. Student progress is also communicated via notes, emails, conferences, student work and phone calls. Several staff members are fluent in other languages and/or efforts are made to find a translator to facilitate the communication of information to our non-English speaking families.

IV.4 Describe in one-half page how the school will share its successes with other schools.

Neil Armstrong School takes every opportunity to share information and successes with the other schools in our district. For the last five years staff members have assumed leadership positions such as Literacy Leader, Curriculum Council Leader and Math Leader which has enabled our staff to work with other teacher leaders throughout the San Ramon Valley Unified School District (SRVUSD) on a monthly basis. Professional dialogue includes the sharing of effective practices for implementing research-based techniques to improve teaching and learning. Discussions also include what and how to assess students to determine progress towards reaching the standards. The kindergarten teachers across the district have monthly meetings to promote articulation around standards based teaching, assessment and the sharing of accomplishments. A member of our staff served on the BETA team that developed the electronic report card for the district. This teacher trained the entire staff which enabled us to electronically produce report cards.

Other methods for communicating successful programs and practices are: biweekly principal meetings, our school newsletter that is sent out to all schools and the district newsletter which provides a platform for our school to share information. Technology is used extensively to communicate successes and share information via email or through site and district web sites. Our school administrator, office staff, and teachers use email to communicate directly with other colleagues and schools across our district.

Articulation from elementary school to middle school is another means for communicating and sharing successes and expectations. Our fifth grade teachers, the principal, and special education personnel meet with the middle school staff throughout the year to share ideas for facilitating the transition of students to middle school. This articulation has been valuable in refining our existing program and has resulted in a successful collaboration and partnership with the middle schools. We find that this collaboration better prepares our students and their families for the academic and social challenges that students will face as they transition into middle school.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, and show how all students are engaged with significant content, based on high standards.**

Every student at Neil Armstrong School experiences a comprehensive, research based educational program that is aligned with district and state standards. All students including English Language Learners, Gifted and Talented Education students (GATE), special education students, at risk learners and regular education students receive a balanced, interdisciplinary education. **Reading/Language Arts:** Our curriculum embraces a balanced literacy program (listening, speaking, reading and writing) aligned with district standards. Emphasis is placed on explicit and systematic instruction that provides students with a solid foundation in phonemic awareness, phonics, vocabulary development and comprehension. Some of the effective practices that support continuous growth in reading are guided reading, using leveled books, literacy centers, Reader’s Workshop and Mountain Language. Our written language program is based on the Six Traits writing model which is used across the school. This model introduces students to six key attributes that are characteristics of good writing. District and student generated rubrics are used to evaluate writing. Students understand what the expectations are for good writing and are involved in evaluating their own work in relation to the standards. The strength of our reading program is based on aligning instruction with the standards coupled with the use of research based instructional practices. **Mathematics** programs: Our mathematics program utilizes differentiated instruction and hands on teaching strategies to enable students to achieve standards. Teachers have been trained in a variety of teaching models that enhance our total mathematics program. Kathy Richardson’s math strategies are evident in our K-2 classrooms along with Math Their way techniques. In grades 3-5, Rachel McAnallen math activities, Marcy Cook tasks, and problem solving investigations from the Terc program are used. All students have access to our computer lab and software designed to provide practice in developing computation skills as well as engaging students in problem-solving activities. The state adopted materials from Saddler , Math Steps, and SRA are also used to provide students with a systematic and balanced approach to the teaching and learning of mathematics. **Science** offers students a comprehensive program based on the standards which includes topics in life, earth and physical sciences. Teachers and the Science Specialist share responsibility for engaging students in the exploration of the “big ideas” in science. The science program emphasizes “hands on activities” such as experiments, projects, and cooperative learning tasks. Science lessons are designed to provide students with the skills and knowledge to learn core concepts, principals, and theories as outlined in district and state standards. **Social Studies** offers students a curriculum that is aligned with district/state standards emphasizing historical narrative, as well as, highlighting the roles of significant individuals throughout history. Instructional practices utilize Interact Simulations and cooperative learning projects. Students learn how to conduct research, how to prepare for oral presentations and how to complete long term projects. Our school- wide life skills programs includes Skills for Growing and “Talk it Out,” a conflict resolution program. Students are held to high standards of behavior and our character education program assists students in developing positive character traits such as caring, integrity, honesty, responsibility and showing respect for all members of our school community. **Performing Arts** programs feature vocal music for all primary students and instrumental music for fourth and fifth grade students. Our art program has various facets that enable children to learn about art techniques and artists, but also about the history and music of that time period. Our program includes lessons given by a local artist, and two programs implemented by volunteers or art docents who use FAME materials (Fine Arts Mini Experience). Students have access to the performing arts through activities such as plays, pubic speaking and participating in presentations at assemblies. **Physical Education** is taught by a credentialed specialist and classroom teacher. Students experience a well designed physical education program which emphasizes strength, endurance and living a healthy life style. **Technology** is integrated in to all curricular areas. Each classroom utilizes the computer to support and extend our standards based curriculum. Students also attend our computer lab once a week where instruction is designed to meet the technology standards developed by our district.

V.2 Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Our reading program is founded on research based principles that have proven to have a positive impact on student performance. Our program fosters explicit and systematic instruction in phonemic awareness, phonics, vocabulary development and comprehension. Explicit instruction includes direct teacher modeling of a skill followed by multiple opportunities for students to practice a skill using different learning tasks. Assessment is an on-going activity that informs instruction and measures student progress. Systematic instruction means that skills are presented in a logical sequence so that skills build one upon the other in order for students to learn increasingly complex concepts. Our program provides students with a strong foundation in literacy skills that will help students transition from learning to read to reading to learn. Our reading program is also literature based program that exposes students to different genres including both fiction and nonfiction. Emphasis is placed on developing comprehension skills and written language skills. In addition, all grade levels have core literature books that offer students the opportunity to explore rich literature that addresses broad social themes. All students participate in independent reading activities through leveled books or self-selected literature.

Our adopted texts, Open Court and Harcourt Brace, materials are aligned with district /state standards which are reflected on our standards-based report card. Instructional practices are based on research based trainings such as CORE (Consortium On Reading Excellence), Six Trait Writing and Strategies That Work to ensure that students experience a balanced literacy program and make on-going progress towards achieving the standards.

Other programs/strategies that are widely used across the school are Literature Circles, Jr. Great Books, and Writer’s Workshop. Differentiated instruction for GATE (Gifted and Talented) students promotes the development of critical thinking skills and the interpretation of literature. At risk students participate in reading intervention programs, special education services or English language development classes to improve fluency, phonics skills, comprehension and vocabulary development. Paraeducators are used to work with small groups of at risk students in the regular classroom. On going analysis of formal and informal data enable s us to monitor student progress and make programmatic or curricular changes to ensure that each student receives a balanced reading program at the appropriate instructional level. Our comprehensive and balanced approach to reading instruction, coupled with reading intervention programs/services, enables us to meet the various needs of a diverse community of learners.

V.3 Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The Neil Armstrong math program provides a rigorous curriculum aligned with district standards and benchmarks. The mathematics curriculum incorporates materials from a variety of sources but instructional methodology is based on best practices in the teaching of mathematics. Math Steps is used in grades K-2 with a focus on students developing a strong foundation on which to build a deeper understanding more complex skills and concepts. Saddler materials are used in Grade 3 to foster critical thinking and problem solving skills. The Excel program supplements the text and provides multiple opportunities for students to review skills taught as well as to practice new skills. Grades 4-5 use the SRA math series to provide a strong curriculum while ensuring a smooth transition into middle school. The on-going analysis of standardized and informal data enables us to modify curriculum and instruction to address student needs.

All primary teachers have been trained in Kathy Richardson’s research based model and use these strategies along with Technical Education Research Center (TERC) investigations program. Additional programs such as March Cook and Marilyn Burns materials are incorporated into the curriculum. Upper grade teachers have been trained in Hands On Equations and use these strategies along with the TERC materials to foster critical thinking and problem solving skills. Upper grade staff are currently participating in trainings facilitated by Rachel MacAnallen. Mountain Math. is used across the school to provide on going review of key skills and concepts Differentiated instruction and/or classroom modifications are implemented in every classroom to insure that the needs of our students are met.

Additional support for at risk students in grades 3-5 is provided by our after school math clubs. Paraprofessional support in all classrooms provides for more small group instruction for students.

Our school mission statement is: “The goal of Neil Armstrong School is to promote life long learning...” Life long learners need a strong foundation in basic skills in order to develop critical thinking skills, both of which are needed to become successful adults. Our math program provides students with a developmentally appropriate sequence of skills that enables students to understand and apply complex mathematical concepts to real life situations. Students are learning how to analyze data and solve complex problems which are skills that they will need as future citizens in a society driven by technology and a work world that expects adults to be problem-solvers.

V.4 Describe in one-half page the different instructional methods the school uses to improve student learning.

Neil Armstrong School employs a variety of research based instructional strategies/techniques to improve student learning. Classroom teachers design lessons to provide students with explicit and systematic instruction in all curricular areas. Students are provided with multiple opportunities to practice skills and to apply knowledge on both individual and group tasks. In the area of reading, teachers utilize the elements of effective instruction learned as a result of training (40 hours) provided by CORE (Consortium On Reading Excellence). Staff has begun exploring strategies outlined in Strategies that Work to continue to improve reading comprehension and assist children in making deeper connections to text. All staff has been trained in the Six Traits Writing Model which provides a structure for teaching children about the various elements that make up good writing. Grades 1-3 have split reading, which enables teachers to focus in on individual learning needs in a small group setting. Differentiated projects for high achievers or explicit re-teaching for at risk students are techniques incorporated into daily instructional practices. Flexible groupings are used to remediate specific needs or to provide students with opportunities for success using leveled books. Our alternative program in grades K-1 uses “looping”, allowing students to remain with their teacher for two years, as a unique feature of their program. Literature Circles, math stations, Reader’s Workshop, cross-age “buddies” and cooperative learning are just a few strategies used to accommodate the diverse needs of our students. Teachers effectively use individual, small and whole group instruction to support student learning.

Teachers modify curriculum and adapt the delivery of instruction so that all students are successful. Our ELL (English Language Learners) student needs are met through SDAIE (Specially Designed Academic Instruction In English), strategies that provide greater access to the core curriculum. ELL students are assigned to teachers that have a CLAD certificate. Our second language learners, as well as all students in the school, benefit from cross-age tutoring experiences with their “buddy class.” Additional support is provided by Title I reading teacher who works on developing oral language, reading and writing skills.. Teachers use modifications and accommodations in their instructional program to improve learning for special education students with support from the resource program or speech therapist. GATE (Gifted and Talented) students are provided with differentiated curriculum in the classroom and are given opportunities to work on GAT (Guided Academic Time) projects which provide an opportunity for independent and collaborative work among GATE students. Learning centers in the GATE cluster classrooms enable students to explore a topic in more depth. Our mission is to utilize all of these instructional methods to increase student achievement and enable students to experience academic success.

V.5 Describe in one-half page the school’s professional development program and its impact on improving student achievement.

The Neil Armstrong staff participates in a wide variety of professional development activities that are aligned with the implementation of standards throughout the curriculum. Our professional development program has enabled our students to achieve high academic expectations. All teachers receive 40 hours of literacy training through CORE. Our entire staff has been trained in the Six Traits Writing Model, Skills for Growing by Quest and conflict resolution. Teachers receive at least two days of training covering Hands On Equations and/or Kathy Richardson’s primary math model. Teachers have

implemented Anne Davies' student-led conferencing techniques. Teachers also take advantage of the extensive professional development activities provided by the district which includes trainings such as Response to Literature, CLAD workshops (16 teachers have their CLAD), Differentiated Instruction, Reciprocal Teaching, and technology courses that are specifically designed to provide teachers with research based practices that have enabled our students to achieve at a high level.

New teachers work with their BTSA (Beginning Teacher Support and Assessment) coach who has been trained in the state CFAAST (California Formative Assessment And Support System for Teachers) modules which address the California Standards for the Teaching Profession and best practices in research. New teachers are mentored and supported by a peer coach for a two year period as they learn to incorporate standards-based instruction and effective practices into their own instructional program. Teachers are also encouraged to participate in the PAR (Peer Assistance Review) program. This is a voluntary program that enables experienced teachers to work collaboratively with a peer to improve or expand upon the integration of effective instructional models into their own teaching practices.

Our staff development plan is built upon an analysis of data which enables us to plan staff development activities that more effectively meet the needs of our students. Staff development enables us to learn new techniques that expand our learning and, therefore, helps students progress towards the attainment of standards. Through our School Improvement Plan activities and the continual analysis of student data at staff meetings and at weekly grade level meetings, we set monthly and annual curricular goals for our students. For example, this school year we have chosen Strategies That Work as the topic for our study groups in order to investigate effective techniques for improving reading comprehension skills for all students. Staff development is driven by what student data indicates as a need so that we can expand our abilities to make students successful learners. As teachers continue to improve their teaching practices, our students benefit from their expertise.

Standards for Basic, Proficient and Advanced Explanation

The California Standards portion of the STAR program from the CDE (California Department of Education) reports results by classifying the percentage of students in various categories. These categories are defined as: at or above basic, at or above proficient, and at or above advanced. The process for determining either basic, proficient or advanced scores is as follows:

1. Students are given a raw score based on how many items the student answers correctly.
2. The raw score is converted into a scaled score.
3. Scaled scores are then used to determine performance standards of Basic, Proficient or Advanced.

The following are the Scaled Score Ranges for Performance Standards as determined by the California Department of Education:

English.Language Arts

Grade	Basic	Proficient	Advanced
2	300-346	350-401	402 and greater
3	300-349	350-401	402 and greater
4	300-349	350-392	393 and greater
5	300-349	350-394	395 and greater

Mathematics

Grade	Basic	Proficient	Advanced
2	300-349	350-413	414 and greater
3	300-349	350-413	414 and greater
4	300-349	350-400	401 and greater
5	300-349	350-429	430 and greater

TABLE 1

Neil Armstrong Elementary
 State Criterion – Referenced Tests
 English-Language Arts - Grade 2

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001	1999-2000
Testing month – April			
SCHOOL SCORES			
TOTAL - PERCENT			
At or Above Basic	96	96	92
At or Above Proficient	79	84	74
At Advanced	33	45	28
Number of students tested	78	77	68
Percent of total students tested	99	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Females			
At or Above Basic	97	98	
At or Above Proficient	84	91	
At Advanced	41	44	
2. Males			
At or Above Basic	95	94	
At or Above Proficient	76	75	
At Advanced	27	47	
3. White			
At or Above Basic	100	95	
At or Above Proficient	84	85	
At Advanced	40	46	
STATE SCORES			
TOTAL			
At or Above Basic	63	61	59
At or Above Proficient	32	32	29
At Advanced	9	10	9

TABLE 2

Neil Armstrong Elementary
 State Criterion – Referenced Tests
 English-Language Arts - Grade 3

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001	1999-2000
Testing month – April			
SCHOOL SCORES			
TOTAL – PERCENT			
At or Above Basic	94	90	76
At or Above Proficient	82	59	47
At Advanced	38	27	22
Number of students tested	78	77	63
Percent of total students tested	99	97	95
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Females			
At or Above Basic	96	91	
At or Above Proficient	80	63	
At Advanced	35	29	
2. Males			
At or Above Basic	91	90	
At or Above Proficient	84	57	
At Advanced	44	24	
3. White			
At or Above Basic	95	88	
At or Above Proficient	83	59	
At Advanced	36	29	
STATE SCORES			
TOTAL			
At or Above Basic	62	59	58
At or Above Proficient	34	30	30
At Advanced	11	9	9

TABLE 3

Neil Armstrong Elementary
 State Criterion – Referenced Tests
 English-Language Arts - Grade 4

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001	1999-2000
Testing month – April			
SCHOOL SCORES			
TOTAL - PERCENT			
At or Above Basic	99	90	92
At or Above Proficient	69	66	62
At Advanced	32	22	25
Number of students tested	73	59	83
Percent of total students tested	95	95	97
Number of students excluded	0	1	0
Percent of students excluded	0	.02	0
SUBGROUP SCORES			
1. Females			
At or Above Basic	100	96	
At or Above Proficient	69	78	
At Advanced	37	26	
2. Males			
At or Above Basic	97	86	
At or Above Proficient	68	58	
At Advanced	26	19	
3. White			
At or Above Basic	93	87	
At or Above Proficient	64	64	
At Advanced	33	23	
STATE SCORES			
TOTAL			
At or Above Basic	71	66	63
At or Above Proficient	36	33	29
At Advanced	14	11	9

TABLE 4

Neil Armstrong Elementary
 State Criterion – Referenced Tests
 English-Language Arts - Grade 5

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001	1999-2000
Testing month – April			
SCHOOL SCORES			
TOTAL – PERCENT			
At or Above Basic	**88	93	97
At or Above Proficient	54	62	67
At Advanced	21	27	24
Number of students tested	73	88	89
Percent of total students tested	100	99	100
Number of students excluded	0	0	
Percent of students excluded	0	0	
SUBGROUP SCORES			
1. Females			
At or Above Basic	88	100	
At or Above Proficient	64	79	
At Advanced	27	41	
2. Males			
At or Above Basic	88	88	
At or Above Proficient	45	49	
At Advanced	18	16	
3. White			
At or Above Basic	92	96	
At or Above Proficient	59	68	
At Advanced	22	32	
STATE SCORES			
TOTAL			
At or Above Basic	71	66	63
At or Above Proficient	31	28	29
At Advanced	9	7	9

** In 2001-2002, 46% of our resource students were 5th graders, 28% were English Language Learners, 42% were Title I students and 22% were enrolled in Speech. None of these students were excluded from testing. The large numbers of students in this class with special needs may account for lower scores.

TABLE 5

Neil Armstrong Elementary
 State Criterion-Referenced Tests
 Mathematics - Grade 2

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001
Testing month – April		
SCHOOL SCORES		
TOTAL – PERCENT		
At or Above Basic	95	95
At or Above Proficient	73	81
At Advanced	41	38
Number of students tested	78	77
Percent of total students tested	98	96
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Females		
At or Above Basic	95	
At or Above Proficient	66	
At Advanced	29	
2. Males		
At or Above Basic	93	
At or Above Proficient	78	
At Advanced	51	
3. White		
At or Above Basic	96	
At or Above Proficient	80	
At Advanced	50	
STATE SCORES		
TOTAL		
At or Above Basic	68	
At or Above Proficient	43	
At Advanced	16	

TABLE 6

Neil Armstrong Elementary
 State Criterion-Referenced Tests
 Mathematics - Grade 3

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001
Testing month – April		
SCHOOL SCORES		
TOTAL – PERCENT		
At or Above Basic	95	87
At or Above Proficient	75	74
At Advanced	37	36
Number of students tested	79	78
Percent of total students tested	100	99
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Females		
At or Above Basic	93	
At or Above Proficient	74	
At Advanced	28	
2. Males		
At or Above Basic	94	
At or Above Proficient	76	
At Advanced	48	
3. White		
At or Above Basic	91	
At or Above Proficient	74	
At Advanced	40	
STATE SCORES		
TOTAL		
At or Above Basic	65	
At or Above Proficient	38	
At Advanced	12	

TABLE 7

Neil Armstrong Elementary
 State Criterion-Referenced Tests
 Mathematics - Grade 4

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001
Testing month – April		
SCHOOL SCORES		
TOTAL – PERCENT		
At or Above Basic	85	88
At or Above Proficient	58	58
At Advanced	29	18
Number of students tested	75	60
Percent of total students tested	97	97
Number of students excluded	0	1
Percent of students excluded	0	<1
SUBGROUP SCORES		
1. Females		
At or Above Basic	81	
At or Above Proficient	58	
At Advanced	22	
2. Males		
At or Above Basic	90	
At or Above Proficient	59	
At Advanced	36	
3. White		
At or Above Basic	80	
At or Above Proficient	53	
At Advanced	31	
STATE SCORES		
TOTAL		
At or Above Basic	67	
At or Above Proficient	37	
At Advanced	13	

TABLE 8

Neil Armstrong Elementary
 State Criterion-Referenced Tests
 Mathematics - Grade 5

Publisher: Educational Testing Service
 Published: 1998

	2001-2002	2000-2001
Testing month – April		
SCHOOL SCORES		
TOTAL – PERCENT		
At or Above Basic	**80	96
At or Above Proficient	64	77
At Advanced	26	14
Number of students tested	73	88
Percent of total students tested	100	99
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Females		
At or Above Basic	84	
At or Above Proficient	69	
At Advanced	31	
2. Males		
At or Above Basic	78	
At or Above Proficient	61	
At Advanced	22	
3. White		
At or Above Basic	92	
At or Above Proficient	69	
At Advanced	29	
STATE SCORES		
TOTAL		
At or Above Basic	59	
At or Above Proficient	29	
At Advanced	7	

** In 2001-2002, 46% of our resource students were 5th graders, 28% were English Language Learners, 42% were Title I students and 22% were enrolled in Speech. None of these students were excluded from testing. The large numbers of students in this class with special needs may account for lower scores.

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 2 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? _____

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

READING – TABLE 9

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	90	96	90
Number of students tested	78	76	68
Percent of total students tested	98	99	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	92	95	79
2. <u>Male</u> (specify subgroup)	87	97	98
3. <u>White</u> (specify subgroup)	92	92	88

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 3 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? _____

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

READING – TABLE 10

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	91	81	70
Number of students tested	78	77	61
Percent of total students tested	98	97	92
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	96	77	74
2. <u>Male</u> (specify subgroup)	85	83	68
3. <u>White</u> (specify subgroup)	90	78	65

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 4 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? 1 student was exempted by parent request.

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

READING – TABLE 11

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	82	85	84
Number of students tested	74	53	81
Percent of total students tested	96	88	94
Number of students excluded	0	1	0
Percent of students excluded	0	.02	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	79	91	84
2. <u>Male</u> (specify subgroup)	85	80	84
3. <u>White</u> (specify subgroup)	78	78	78

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 5 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? _____

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

READING – TABLE 12

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	**72	83	91
Number of students tested	68	84	88
Percent of total students tested	93	95	99
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	78	85	96
2. <u>Male</u> (specify subgroup)	67	82	86
3. <u>White</u> (specify subgroup)	71	82	82

** In 2001-2002, 46% of our resource students were 5th graders, 28% were English Language Learners, 42% were Title I students and 22% were enrolled in Speech. None of these students were excluded from testing. The large numbers of students in this class with special needs may account for lower scores.

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 2 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? _____

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

MATH – TABLE 13

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	91	93	91
Number of students tested	78	76	68
Percent of total students tested	98	99	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	90	94	95
2. <u>Male</u> (specify subgroup)	92	93	86
3. <u>White</u> (specify subgroup)	96	86	88

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 3 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? _____

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

MATH – TABLE 14

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	96	87	81
Number of students tested	78	77	62
Percent of total students tested	98	97	94
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	96	86	89
2. <u>Male</u> (specify subgroup)	97	88	74
3. <u>White</u> (specify subgroup)	93	79	71

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 4 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? One student excluded by parent request.

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

MATH – TABLE 15

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	87	89	85
Number of students tested	75	54	82
Percent of total students tested	97	90	95
Number of students excluded	0	1	0
Percent of students excluded	0	.02	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	86	91	86
2. <u>Male</u> (specify subgroup)	87	87	84
3. <u>White</u> (specify subgroup)	78	87	87

NEIL ARMSTRONG SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 5 Test Stanford 9

Edition/publication year 1995 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? _____

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

MATH – TABLE 16

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Testing month – April			
SCHOOL SCORES			
Total Score	**79	95	88
Number of students tested	70	84	88
Percent of total students tested	96	95	99
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Female</u> (specify subgroup)	81	97	87
2. <u>Male</u> (specify subgroup)	76	93	88
3. <u>White</u> (specify subgroup)	80	93	84

** In 2001-2002, 46% of our resource students were 5th graders, 28% were English Language Learners, 42% were Title I students and 22% were enrolled in Speech. None of these students were excluded from testing. The large numbers of students in this class with special needs may account for lower scores.

**Neil Armstrong School
Assessment Referenced
Against National Norms
School-Wide Data**

SAT /9 TOTAL READING – TABLE 17

	Grade Level	2001-2002	2000-2001	1999-2000
Testing month – April		April	April	April
SCHOOL SCORES				
Total Score (Percent at or Above 50 th percentile.	Grade 2	90	96	90
	Grade 3	91	81	70
	Grade 4	82	85	84
	Grade 5	72	83	91
Number of students tested		308	306	298
Percent of total students tested **		100	100	99
Number of students excluded		0	1	0
Percent of students excluded		0	<1	0
SUBGROUP SCORES				
1. <u>Female</u> (specify subgroup)		86	87	83
2. <u>Male</u> (specify subgroup)		81	86	84
3. <u>White</u> (specify subgroup)		88	87	83
4. <u>Special Education</u> (specify subgroup)		58	56	47
5. <u>Gifted & Talented (GATE)</u> (specify subgroup)		100	100	100
6. <u>Limited English</u> (specify subgroup)		53	50	69
7. <u>Title I</u> (specify subgroup)		43	38	31

**Based on April enrollment figures. CBED numbers (October data) showed less enrollment than the number of students tested at some grade levels.

**Neil Armstrong School
Assessment Referenced
Against National Norms
School-Wide Data**

SAT /9 TOTAL MATH – TABLE 18

	Grade Level	2001-2002	2000-2001	1999-2000
Testing month – April		April	April	April
SCHOOL SCORES				
Total Score (Percent at or Above 50 th percentile.	Grade 2	91	93	91
	Grade 3	96	87	81
	Grade 4	87	89	85
	Grade 5	79	95	88
Number of students tested		308	306	300
Percent of total students tested **		100	100	97
Number of students excluded		0	1	0
Percent of students excluded		0	<1	0
SUBGROUP SCORES				
1. <u>Female</u> (specify subgroup)		88	92	87
2. <u>Male</u> (specify subgroup)		88	91	85
3. <u>White</u> (specify subgroup)		90	92	85
4. <u>Special Education</u> (specify subgroup)		72	75	67
5. <u>Gifted & Talented (GATE)</u> (specify subgroup)		100	100	100
6. <u>Limited English</u> (specify subgroup)		68	67	73
7. <u>Title I</u> (specify subgroup)		65	59	42

**Based on April enrollment figures. CBED numbers (October data) showed less enrollment than the number of students tested at some grade levels.