

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

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

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

School Mailing Address 3272 Shakespeare Dr. (If address is P.O. Box, also include street address)

Los Alamitos, CA 90720-3842 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 Mrs. Carol A Hart (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Alamitos Unified School District Tel. 562-799-4700

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- Mrs. Virginia F. Wilson (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:                      6 Elementary schools  
    2 Middle schools  
    Junior high schools  
    2 High schools
- \_\_\_10\_\_\_ TOTAL

2. District Per Pupil Expenditure:                      \_\_\_\$6,298\_\_\_\_\_
- Average State Per Pupil Expenditure:                      \_\_\_\$6,414\_\_\_\_\_
- (Unified School Districts)

### **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.     \_\_\_12\_\_\_ 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
<b>K</b>	55	35	<b>90</b>	<b>7</b>			
<b>1</b>	46	44	<b>90</b>	<b>8</b>			
<b>2</b>	53	43	<b>96</b>	<b>9</b>			
<b>3</b>	62	38	<b>100</b>	<b>10</b>			
<b>4</b>	63	56	<b>119</b>	<b>11</b>			
<b>5</b>	65	59	<b>124</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>619</b>

6. Racial/ethnic composition of the students in the school:
- |    |                                  |
|----|----------------------------------|
| 74 | % White                          |
| 3  | % Black or African American      |
| 9  | % Hispanic or Latino             |
| 14 | % Asian/Pacific Islander         |
|    | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 4%

(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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	618
(5)	Subtotal in row (3) divided by total in row (4)	.040
(6)	Amount in row (5) multiplied by 100	4.04

8. Limited English Proficient students in the school: .01%  
3 Total Number Limited English Proficient

Proficient

Number of languages represented: 15

Specify languages: Arabic, Armenian, Cantonese, English, Farsi, German, Greek, Hindi, Japanese, Korean, Mandarin, Spanish, Tagalog, Thai, Vietnamese

9. Students eligible for free/reduced-priced meals: 8%

46 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.



## **PART III - SUMMARY**

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

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### **ROSSMOOR ELEMENTARY SCHOOL. . .**

***. . .where learning leads to respect, responsibility and personal satisfaction.***

Rossmoor Elementary School, located in Los Alamitos, California, was built in the fall of 1958 as the first school in the planned, middle-class suburb of Rossmoor. Situated just inside the northern edge of Orange County, the school currently serves 619 kindergarten through fifth grade students. About 350 of the children at Rossmoor reside within the designated school attendance boundaries, while another 250 come to the school through intra- and inter-district transfer agreements with neighboring schools and school districts.

Surrounded by its residential areas, Rossmoor School sits on a curved 12-acre parcel of land. The grounds contain single-story building, outside covered patios, a large playground and grass area, and over sixty mature trees. There are 27 classrooms, a media-center/library, an outdoor stage area surrounded by grass and classroom buildings, and an on-site before and after school day care program called *Kids Korner*.

The demographics of Rossmoor School have remained relatively stable for the last five years. Parents of the students are mostly white-collar employees, and the majority of students are living with both parents in single-family houses and town homes. Approximately 70% of them come from homes where both parents work. About 8% of the students qualify for free or reduced lunches, while less than 1% receive Aide for Dependent Children (AFDC). There are currently three students identified as limited English learners; however, fifteen languages are represented within the school population. Sixty-seven students are served in special education and speech services, including seven who are Fully Included. Thirty-nine students in fourth and fifth grade are identified as Gifted and Talented.

Rossmoor School is an integral part of its community and has developed its mission to reflect the expectations of those it serves. The heart of the school's mission centers on *rigorous curriculum, high expectations, skillful staff members, character development and social responsibility, and family and community partnerships*. Staff members are highly trained and resourceful, and are focused on identifying and developing each child's unique and diverse needs. Staff, parents and the larger community work as a team to create conditions which foster excellence for students, and as a result, Rossmoor School's students consistently achieve in the top 10% of the schools in the state. Within the last ten years, the community has voted in a bond measure to fund school renovation, and has established a non-profit "Friends of Rossmoor School" group which works to provide financial support for school programs that face cutting due to limited funding. The school works in close partnership with a number of local businesses, including the Los Alamitos Medical Center, a major community employer. The PTA, over 200 parent and community volunteers, and the School Site Council members are actively involved with the school by providing input, feedback, and innumerable hours of human assistance.

The result of all of these factors creates a culture of excellence which continues to be widely recognized. National and State recognition of Rossmoor School includes designations as a California Distinguished School in 1987, 1995, and 2002, with Honorable Mention in 1999. Rossmoor was selected as a National Blue Ribbon School of Excellence in 1997. The school was also selected as an international Global Learning and Observation to Benefit the Environment (GLOBE) school in 1995, and continues to receive honors and recognition for its outstanding level of participation in this program. Other recent grants and awards include State Educational Technology Staff Development Program grants in 1999, and 2001, and the California Governor's Reading Awards in 2000, 2001, and 2002

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1.(a) DESCRIPTION OF STATE TESTING PROGRAM**

Five years ago, the State of California instituted mandated yearly student assessments as part of the State Testing and Reporting program (STAR). Under the umbrella of the STAR program, both norm-referenced and standards-based state criterion referenced assessments are administered to all 2-11<sup>th</sup> grade students each spring. The norm-referenced test originally selected for administration was the Stanford Achievement Test, ninth version (SAT 9), while the criterion referenced test used is called the California Standards Test (CST). Long-range plans for the STAR included a gradual phase-in of a larger proportion of the CST as additional test items were field tested, and as additional subject areas were added. Plans also called for changing the norm-referenced assessment every five years. As a result, in this, the sixth year of the program, students will be assessed on the California Achievement Test, sixth version (CAT 6) instead of on the SAT 9.

A year after the STAR program was instituted, an Academic Performance Index (API) was initiated. Every school in California is given a yearly API, based on student performance scores on the mandated assessments. The score, which can range from 200 to 1000, is derived through a mathematical formula which calculates student performance on the two required measures: the number of students performing in each quintile from the 1<sup>st</sup> to the 99<sup>th</sup> percentile, and the number of students performing in each quintile from Far Below Basic to Advanced. The state set the goal of achieving at least an 800 API score for every school. Schools scoring below 800 are given a yearly performance improvement goal; schools scoring 800 or above must maintain, or, if financial incentives have been approved in the state budget for that particular year, must grow at least five points in order to be eligible. In the first year of implementation, the average API for schools in the state was 629, and only 12% of the schools achieved a score of 800 or above.

Over the past four years, as part of the long-range plan, the API scoring weight of the CST results has been increased, while that of the SAT 9 has decreased. In the first years, the only scores reported and used were from the SAT 9. Beginning in 2001, the CST English-Language Arts assessment was weighted at 36% of the API score. In 2002, CST English/ Language Arts was counted as 48% of the combined score while Mathematics counted as 32%, for a total weight of 60%. This spring, in 2003, the total weight of the CST will count as 80%, while the CAT 6 will count as 20%.

### **1.(b) ABOUT ROSSMOOR SCHOOLS' SCORES**

- Rossmoor School's API scores for each of the four years since the beginning of the state accountability program are:

1999	<b>833</b>
2000	<b>859</b>
2001	<b>863</b>
2002	<b>872</b>

- Because of the "phase-in" aspect of the STAR program, there are only two years of English/ Language Arts data for the CST, and only one of Mathematics. (See tables, pages 13-15). There are five years of data for the SAT 9. (See page 12).

- As a result of the demographics of Rossmoor School's student population, the school has no sub-group populations as defined by the state. Sub-groups are defined as 100 students, or 15% of the total school enrollment in a given category.

## **2. HOW THE SCHOOL USES ASSESSMENT DATA TO UNDERSTAND AND IMPROVE STUDENT SCORES**

Both summative and formative types of assessment data are regularly reviewed throughout the year at Rossmoor. Beginning in September, the staff studies the most recent state assessment data, as well as results from the multiple assessments that are administered in June to every child as part of the district Essential Agreements curriculum requirements. In the first month of school, time is set aside to discuss and analyze total school assessment trends, to break down student achievement into specific skill areas, and to identify areas of relative strength and weakness. An action plan for improvement is then written into the yearly school plan, and into grade level goals. Grade level teams plan their yearly curriculum calendar around the identified areas of focus to ensure that pacing will not only allow for instruction of all required standards, but also for re-teaching and/or extension activities. Throughout the year, grade level teams meet weekly to plan and discuss student work. They use work samples, rubrics, anchor papers, and unit tests to determine students' proficiency. Teachers discuss the results of the assessments to ensure that they are interpreting the results in the same manner, and often exchange students' papers to calibrate scoring. They also brainstorm ways to instruct difficult concepts to ensure that students will be successful.

Each teacher reviews individual results for his/her students, and plans, teaches and assesses according to their needs. Assessments are frequent and on-going, and are administered informally and formally on a daily, weekly, monthly, quarterly and yearly basis. The results of these assessments have a direct impact on the instruction that is planned. All teachers are required to share class records of achievement and progress as part of individual Fall Planning and Spring Review conferences with the principal. Teachers identify at-risk students as well as those who are exceeding expectancies, and set achievement goals for all students. An intervention plan for students who are in danger of not meeting grade level standards is developed by the teacher, principal and specialists, as necessary.

## **3. HOW THE SCHOOL COMMUNICATES STUDENT PERFORMANCE TO PARENTS, STUDENTS AND THE COMMUNITY**

Communication about student performance is a strength at Rossmoor School; communication with parents is particularly extensive. In addition to graded student work and homework that is sent home weekly, teachers communicate with parents through phone calls, notes, e-mail messages, monthly newsletters, and, in grades three through five, through student Weekly Update folders. Parents and teachers also communicate during the fall and spring parent-teacher conferences, and speak informally before or after school, or when parents volunteer in the classroom. Other examples include staff sharing during Back to School night, Open House, and GATE Parent Night. The principal shares overall student performance results through the *Principally Speaking* monthly newsletter, PTA *Knightly News* newsletter, PTA and School Site Council meetings, individual parent conferences, school tours, and through annual televised school program presentations to the Board of Education. During the summer, the district mails home individual state assessment results reports, and also provides a series of pamphlets on how to interpret the results.

Students are made aware of how they are progressing through comments and grades on daily papers, teacher conferences, displays of student standard-based work, teacher comments in student journals and portfolios, progress reports and report cards. Students also learn to evaluate their own work and that of their peers through rubrics, checklists and teacher modeling. Superior effort and performance is recognized throughout the school through such programs as Super Citizen, Character Education, Super Scientist, Monday Morning Messages, Super Knights, and through individual class award systems.

The school community is kept abreast of student performance through press releases of student scores and school rankings, and through publications both from the county and district. Additionally, the detailed annual School Report Card is made available to all parents and community members. The school website, school office entrance bulletin board, and student work displays in the district board room and in local businesses throughout the community are other ways that student progress is communicated.

**4. HOW THE SCHOOL WILL SHARE ITS SUCCESSES WITH OTHER SCHOOLS**

To some of the schools around it, Rossmoor School currently serves as an example of an effective and successful school. Information about practices, methods and programs that work have often been sought out and willingly shared with those who inquire. Staff members enjoy sharing not only because they are proud of the school's efforts, but also because they learn so much from others. There is an on-going desire at Rossmoor to not only continue share, but to seek out and expand opportunities to do so.

Many of the school's teachers, specialists and the principal are involved in professional endeavors which bring them into contact with other educators. As part of district staff development sessions, Rossmoor teachers are asked to share their teaching expertise in helping students meet or exceed the curriculum standards. Rossmoor School teacher representatives also give valuable input to the district Curriculum Steering Committee, as well as textbook adoption and assessment committees. Teachers have also served as consultants on visitations to local schools as part of State Program Review processes. Staff members have frequently presented at teacher, parent and specialist workshops, speaking on such topics as Algebraic Thinking, GLOBE program science concepts, Kindergarten Readiness, and Innovations in Curriculum-Based Speech and Language Therapy. The principal has been a presenter in the district's new teacher program on the topic of Lesson Design and Teaching to An Objective. She is also a board member of the Association of California School Administrators (ACSA), and has numerous opportunities to interact with other professionals throughout the state. Fourteen staff members have been or are currently Master Teachers through California State University, Long Beach, working with student teachers for eight weeks at a time. Their skills and expertise provide an outstanding foundation to the newest members of the profession. In the last year, Rossmoor School has become a visitation site for effective integration of Fully Included students. Instructional one-on-one aides, teachers and the principal have been asked to share skills and practices that facilitate the regular classroom success of students with special needs. Finally, each year Rossmoor kindergarten teachers have been asked to share examples of effective kindergarten instruction with district pre-school teachers in order to assure coordination of skills.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. DESCRIPTION OF THE SCHOOL’S CURRICULUM**

Every student at Rossmoor School has access to a rigorous, comprehensive curriculum which meets state standards, district goals and school-wide expectations. Staff members, families, and community members use discussion and survey to reach consensus on the school’s vision about what student are expected to learn. Carefully crafted instruction in the core subjects of reading, writing, mathematics, science and social studies is balanced with fine arts, physical education and with a strong emphasis on character education. School daily schedules at every grade build in long instructional blocks of time, with maximum emphasis on student on task activities. Unnecessary interruptions are minimized.

Rossmoor School uses the recently adopted Houghton-Mifflin Language Arts and Math programs, and the Harcourt, Inc. Science program. All of these materials were selected by district teacher committees after careful review of state approved programs, and were chosen because of their balanced approach and strict adherence to state standards. The programs provide an abundance of materials for teachers, allowing them to meet diverse learner needs. The district provides explicit training on the use of the programs, which spiral learnings from year to year, incorporate review that reinforces concepts, and provide multiple extension activities. Rossmoor teachers use knowledge of current research and best teaching practices as they design instructional experiences in the core subject areas. The district Curriculum Steering Committee provides further guidance by creating a forum for professional consensus on state standards, the core curriculum, and analysis of student results. With their grade level team, teachers plan thematic lessons in order to allow students to make connections and build meaning. Teachers also utilize curriculum which augments and enriches the standards. A few examples include the Star Voyagers math program for fourth and fifth grades, the Junior Great Books program, and the yearly fifth grade Outdoor Science School week which supports and extends the students’ science experiences.

To meet individual needs, teachers instruct students in a variety of instructional settings. Students may work with the whole class, in small groups, in table groups, teams, partners or individually. They may also work with buddy classes, where younger and older classes are paired. Cross-age tutors, numerous parent volunteers, and in some cases, instructional assistants are available to work with small groups or individuals. Daily learning settings include the classroom, media center/library, computer lab, science lab, music room, outside patio tables, the school blacktop and field, and the central outdoor stage area.

Beyond the core standards-based curriculum, there are numerous programs available to students. Specialists in computer technology, science, art, music, GATE, Reading Recovery, physical education, and special education provide every student with a well-rounded, comprehensive program. The media specialist works in concert with classroom teachers to instruct students in all areas of information retrieval and computer literacy. Students in first through fifth grades attend science lab each week and experience hands-on activities which reinforce concepts taught in the classroom. “Meet the Masters”, an art appreciation program, enables students to study four artists each year, and to explore different art mediums as they create their own pieces. An additional school art lab is a part of the media center, and is available to students in first through fifth grades. The school music specialist provides weekly experiences to students in singing, playing instruments, reading sheet music and in performance activities. A fourth/fifth grade Chorus is also available. In addition, students have the opportunity to attend classes after school throughout the year in Spanish, Science, Art, Instrumental music, and chess. These classes are parent-paid, with scholarships available to those in need.

### **2. DESCRIPTION OF THE SCHOOL’S READING PROGRAM**

Rossmoor teachers believe that students learn to read through systematic, explicit phonics instruction balanced with consistent daily guided reading opportunities. Primarily using district adopted Houghton-Mifflin materials, but also supplementary materials as appropriate, teachers place strong emphasis on phonics, spelling, grammar and comprehension skills, while also exposing students to the best children’s stories and literature. Read alouds, shared reading, partner reading, and silent reading, along with numerous writing activities such as journaling and response logs, are all a part of daily reading

activities at every grade level. In order to meet all students' needs, teachers employ small, flexible groupings, reciprocal teaching/learning, center-based learning and individualized instruction. Fiction, non-fiction, poetry, and different genres of both literature and writing styles are also part of the program.

Student progress in reading is continually monitored. For students who need additional support, the school provides a number of interventions. Cross-age tutors, parent volunteers, Reading Recovery, after school clinics, and Reading Roundtable are offered to students. Reading Roundtable, a program designed by the school learning specialist, is a student tutorial program where older students are trained in Reading Recovery-like strategies to work with an emerging reader each day for six weeks. Students who are proficient readers are provided numerous opportunities to extend their skills. In addition to being instructed in above-level materials, these students are expected to complete projects and assignments which are designed to deepen their vocabulary and understandings.

A school-wide reading incentive program called Castle Rossmoor rewards students for daily reading. As a result of outstanding student participation in this program, Rossmoor was named as one of the Governor's Reading Award schools in 2000, 2001, and 2002. The three yearly RIF Book giveaways, school-wide participation in the California Young Readers' Medal selection program, and the school-wide Literacy Celebration in the spring also serve to emphasize the importance of reading at Rossmoor.

The Rossmoor staff is proud of its reading program and its resultant student successes in reading. Based on the most current assessment data (March 2003), only 21 students of the 619 K-5 students are reading below their grade level, while over 50% are reading more than a year above their level.

### **3. DESCRIPTION OF HOW THE SCHOOL'S SCIENCE PROGRAM RELATES TO ESSENTIAL SKILLS AND KNOWLEDGE**

The science program at Rossmoor clearly supports the school's mission of providing a comprehensive instructional experience which meets every child's needs. The foundation of the classroom program is the Harcourt, Inc. Science series. This series provides activity and reading-based lessons that incorporate the California State Science Standards in spiraling concepts so that student may broaden their scientific knowledge and develop process skills. Students learn to read non-fiction material, study and investigate the concepts, and record their findings as part of their regular classroom instruction which occurs two to four times a week, depending upon the grade level. In addition, first through fifth grade students participate in the school Science Lab for 30- 40 minutes per week. Under the guidance of the Science Specialist, students are engaged in hands-on experiments using the scientific method. An indication of the emphasis given to science instruction at Rossmoor was evident last year when teachers voted to use some of the funding from the Governor's Reading Award program to purchase high interest, low-vocabulary non-fiction science books for use with less confident readers.

As a highly recognized international GLOBE school, small groups of Rossmoor's upper grade students are expected to gather daily information from the on-site weather station and to send it over the internet to scientists in Boulder, Colorado. Once each week, different small groups of students work with the GLOBE teacher to travel to a pond at nearby El Dorado Park to sample and test the water. Gifted and Talented (GATE) students continue to participate in county activities such as the Science Olympiad, and the Invent America contest. Fifth grade students attend Outdoor Science School in the San Bernardino Mountains for one week during the school year. The environment becomes the classroom as students apply the earth, life and physical science concepts that they have learned in their regular classrooms. Other science-related experiences are provided to students through assemblies, field trips and guest speakers. Student attendance is consistently strong in the after school, parent-paid Science Adventures classes which address different concepts for each of the three five-week sessions. The school also supports four classroom garden plots. Family Science activities are offered as well through such events as the Star Party, and the Science To U program, where attendance ranges between 300-500 participants.

### **4. DESCRIPTION OF THE INSTRUCTIONAL METHODS USED TO IMPROVE STUDENT LEARNING**

To promote student learning at Rossmoor, the standards-based core curriculum is taught using explicit, systematic teacher-directed lessons. Teachers group students based on current assessment of student progress, or on student interests. Groups may be large or small, heterogeneous or homogeneous, depending on need. Leveled reading and math instruction is provided in this way for remedial, on-level

and advanced students. Instruction is also delivered through the use of cooperative and collaborative groups where students are in charge of their own learning. Student learning is increased as teachers routinely use manipulatives, videos, technology, charts, graphs and other visual aides to help students understand and reinforce concepts. In kindergarten through third grade, class size is limited to 20 students, enabling teachers to better meet student needs. In fourth and fifth grade, class size is reduced at least twice a week through the use of physical education instructors who take half classes so that the teacher may work more intensively with the remaining students. Students who may need additional support receive a wide range of interventions such as Reading Recovery, Reading Roundtable, after school clinics, or cross-age tutor and/or parent volunteer assistance. Members of the Student Study Team serve as resources for classroom teachers as they work to find methods that promote success in every child. The grade level teacher team structure used at Rossmoor also promotes improvement of student learning. Made up of every teacher at the grade level and led by a self-selected grade level leader, these teams meet together every week during common released time to plan instruction, discuss and evaluate the effectiveness of their instructional methods, and to analyze student work. In addition, this year, the teams have participated in a peer visitation program which has enabled them to observe a grade level colleague instruct reading or math lessons. After the visitations, the teams have had professional dialogues about the effectiveness of the overall instructional program for their students.

##### **5. DESCRIBE THE SCHOOL'S PROFESSIONAL DEVELOPMENT PROGRAM AND IMPACT ON STUDENT ACHIEVEMENT**

Although state and district funding has often been limited, professional development opportunities are readily available to staff at Rossmoor. Topics are determined primarily through areas identified in yearly district School Board goals, state textbook adoption requirements, and needs identified through analysis of yearly school student achievement results. As a result of review of the research on effective staff development practices that point to the importance of in-depth, over-time training in order to promote implementation by teachers, virtually all professional development offerings in the last three years have concentrated on three areas: language arts and math instruction, using student assessment data to impact classroom curriculum, and working with special needs students. Examples of specific topics addressed in recent workshops include Algebraic Thinking, and Language Arts Curriculum summer institutes, Working with Fully Included Students, Analyzing Student Work, Differentiating Instruction for All Students, and extensive publishers' workshops on effective teaching using the newly adopted series in Language Arts, Math, and Science.

Along with these more formal types of workshops that occur during the summer or on student-free days, the district also organizes five after school grade level meetings each year. These meetings are led by district teacher-leaders and are attended by every teacher at that grade level throughout the district. Examples of topics addressed during these meetings include using and calibrating rubrics to score student work, effective use of supplemental reading materials, and consistent report card marking. Regular school staff meetings are another important source of professional development. A standing part of every meeting is a discussion relating to student assessment results, curriculum practices and/or effective methods. Teachers are encouraged to share during the "Blue Ribbon Practices" portion of the meeting, as well. Finally, a very important source of professional growth is provided through grade level team meetings and peer visitations held during common planning time. These activities, perhaps more than any other opportunity, continue to provide teachers with the chance to grow professionally as they collaborate and participate in in-depth discussions with their colleagues about teaching strategies, lesson design, and differentiation of instruction that has a clear and direct impact on student achievement.

# **SCHOOL DATA**

See following pages for National Norm-Referenced Data and State Criterion-Referenced Data.

Rossmoor School

## **NATIONAL NORM-REFERENCED STUDENT TEST DATA** **Reading and Mathematics**

**Test: Stanford Achievement Test, Ninth Ed. (SAT 9)**  
**Harcourt, Inc., publisher**

### **Grade 2:**

<b>General Data</b>	<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>		<b>1998-99</b>		<b>1997-98</b>	
Testing Month	April		May		April		April		April	
No. of Students Tested	85		107		110		95		<i>Data not available</i>	
Percent Tested	97%		100%		96%		96%			
No. Excluded	3		0		4		4			
Percent Excluded	3%		0		4%		4%			
<b>Total Student Achievement</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>
Percentile Rank	76	88	74	83	75	81	72	74	75	80

### **Grade 3:**

<b>General Data</b>	<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>		<b>1998-99</b>		<b>1997-98</b>	
Testing Month	April		May		April		April		April	
No. of Students Tested	107		115		102		117		<i>Data not available</i>	
Percent Tested	96%		99%		94%		98%			
No. Excluded	4		1		6		3			
Percent Excluded	4%		1%		6%		2%			
<b>Total Student Achievement</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>
Percentile Rank	77	90	74	87	78	82	72	77	77	79

### **Grade 4:**

<b>General Data</b>	<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>		<b>1998-99</b>		<b>1997-98</b>	
Testing Month	April		May		April		April		April	
No. of Students Tested	120		116		117		102		<i>Data not available</i>	
Percent Tested	98%		100%		99%		96%			
No. Excluded	3		0		1		4			
Percent Excluded	2%		0		1%		4%			
<b>Total Student Achievement</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>	<b>Rdg</b>	<b>Math</b>
Percentile Rank	76	82	76	75	77	78	79	74	69	62

### **Grade 5:**

<b>General Data</b>	<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>		<b>1998-99</b>		<b>1997-98</b>	
Testing Month	April		May		April		April		April	
No. of Students Tested	123		125		100		109		<i>Data not available</i>	
Percent Tested	99%		98%		98%		98%			
No. Excluded	1		3		2		2			
Percent Excluded	1%		2%		2%		2%			

Total Student Achievement	Rdg	Math								
Percentile Rank	74	82	72	80	75	70	73	70	63	57

**STATE CRITERION-REFERENCED STUDENT TEST DATA**  
**Language Arts and Mathematics**

**California Standards Test (CST)**  
**Grade 2:**

General Data	2001-02		2000-01	
Testing Month	April		May	
No. of Students Tested	85		87	
Percent of Students Tested	97%		82%	
No. of Students Excluded	3		20	
Percent of Student Excluded	3%		18%	
Percentage of Students Achieving Each Level:	Language Arts	Mathematics	Language Arts	Mathematics
Advanced	22%	48%	30%	<i>Results not reported for 2000-01</i>
Proficient	38%	31%	39%	
Basic	31%	19%	21%	
Below Basic	9%	2%	10%	
State Comparative Scores				
Advanced	9%	16%	10%	
Proficient	23%	27%	22%	
Basic	31%	25%	29%	
Below Basic	37%	32%	39%	

**California Standards Test (CST)**  
**Grade 3:**

General Data	2001-02		2000-01	
Testing Month	April		May	
No. of Students Tested	107		111	
Percent of Students Tested	96%		93%	
No. of Students Excluded	4		8	
Percent of Student Excluded	4%		7%	
Percentage of Students Achieving Each Level:	Language Arts	Mathematics	Language Arts	Mathematics
Advanced	39%	48%	28%	<i>Results not reported for 2000-01</i>
Proficient	36%	32%	47%	
Basic	20%	16%	20%	
Below Basic	5%	5%	5%	
State Comparative Scores				
Advanced	11%	12%	9%	
Proficient	23%	26%	21%	
Basic	28%	27%	29%	
Below Basic	39%	34%	40%	

Rossmoor School  
**STATE CRITERION-REFERENCED STUDENT TEST DATA**

**California Standards Test (CST)  
 Grade 4:**

General Data	2001-02		2000-01	
Testing Month	April		May	
No. of Students Tested	115		113	
Percent of Students Tested	93%		92%	
No. of Students Excluded	8		10	
Percent of Student Excluded	7%		8%	
Percentage of Students Achieving Each Level:	Language Arts	Mathematics	Language Arts	Mathematics
Advanced	26%	24%	25%	Results not reported for 2000-01
Proficient	46%	51%	40%	
Basic	27%	21%	31%	
Below Basic	1%	4%	4%	
State Comparative Scores				
Advanced	14%	13%	11%	
Proficient	22%	24%	22%	
Basic	35%	30%	33%	
Below Basic	30%	33%	34%	

**California Writing Test  
 Grade 4:**

General Data	2001-02	2000-01
Testing Month	March	March
No. of Students Tested	117	118
Percent of Students Tested	95%	96%
No. of Students Excluded	6	5
Percent of Student Excluded	5%	4%
Percentage of Students Achieving Each Level:	Writing	Writing
Score of 8	0%	0%
Score of 6-7	44%	36%
Score of 4-5	51%	56%
Score of 2-3	6%	8%
State Comparative Scores		
Score of 8	Scores for 2001-02 not available	0%
Score of 6-7		14%
Score of 4-5		62%
Score of 2-3		23%

Rossmoor School  
**STATE CRITERION-REFERENCED STUDENT TEST DATA**

**California Standards Test (CST)  
Grade 5:**

<b>General Data</b>	<b>2001-02</b>		<b>2000-01</b>	
Testing Month	April		May	
No. of Students Tested	120		119	
Percent of Students Tested	94%		94%	
No. of Students Excluded	7		8	
Percent of Student Excluded	6%		6%	
<b>Percentage of Students Achieving Each Level:</b>	<b>Language Arts</b>	<b>Mathematics</b>	<b>Language Arts</b>	<b>Mathematics</b>
Advanced	28%	8%	24%	<i>Results not reported for 2000-01</i>
Proficient	37%	42%	37%	
Basic	33%	35%	36%	
Below Basic	3%	16%	4%	
<b>State Comparative Scores</b>				
Advanced	9%	7%	7%	
Proficient	22%	22%	21%	
Basic	40%	30%	38%	
Below Basic	29%	40%	34%	