

Revised 3/19/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Amelia Earhart School
(As it should appear in the official records)

School Mailing Address 400 Packet Landing Road
(If address is P.O. Box, also include street address)

Alameda CA 94502-6534
City State Zip Code+4 (9 digits total)

County Alameda School Code Number* 01611196100374

Telephone (510) 748-4003 Fax (510) 523-5837

Website/URL <http://earhart.cjb.net> E-mail jdean@alameda.k12.ca.us

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

(Principal's Signature) Date _____

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

District Name Alameda Unified School District Tel. (510) 337-7060

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. Michael McMahon (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 I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 12 Elementary schools
 3 Middle schools
 Junior high schools
 2 High schools
 3 Other

 20 TOTAL
2. District Per Pupil Expenditure: \$6322

 Average State Per Pupil Expenditure: \$6881.82

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. 4 Number of years the principal has been in her position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	36	43	79	8			
1	50	40	90	9			
2	55	45	100	10			
3	46	34	80	11			
4	58	55	113	12			
5	38	52	90	Other	7	3	10
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							562

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>41</u> | % White |
| <u>5</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>50</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 9%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	562
(5)	Subtotal in row (3) divided by total in row (4)	.094306
(6)	Amount in row (5) multiplied by 100	9.43 _{rounded =9}

8. Limited English Proficient students in the school: 23%
128 Total Number Limited English Proficient
 Number of languages represented: 18
 Specify languages: Cantonese, Korean, Vietnamese, Spanish, Arabic, Chaozhou, Farsi, French, German, Hebrew, Hindi, Japanese, Mandarin, Tagalog, Punjabi, Russian, Serbian, Urdu.

9. Students eligible for free/reduced-priced meals: 12%

Total number students who qualify: 65

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

10. Students receiving special education services: $\frac{14}{81}$ % Total Number of Students Served *
 *includes children receiving only speech therapy

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

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>44</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>13</u> Multiple Disabilities	

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>27</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>4</u>	<u>5</u>
Total number	<u>38</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 25:1

13. Show the attendance patterns of teachers and students as a percentage

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	97%	96%	96%	97%	96%
Teacher turnover rate*	7%	10%	10%	34%	10%

*Each year we have lost one to three teachers due to declining enrollment.

PART III SUMMARY

Amelia Earhart School stands proudly on Bay Farm Island in Alameda, California. Bay Farm was once an agricultural community that became a planned community development 25 years ago. The community boasts an elaborate system of trails, many of which are adjacent to lagoons and San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the San Francisco Bay near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards.

Earhart is the largest elementary school in Alameda. Our student body is ethnically diverse with a balance of Asian and Caucasian children representing 91% of our students. Eight other ethnic groups are represented in smaller numbers. One hundred twenty-eight (23%) of our students are English language learners (EL), representing 18 different “first” languages. For cultural and financial reasons, many students benefit from living in multi-generational homes. Most students are middle class with college-educated parents. Our all day kindergarten program offers focused small group instruction as children begin their school experience.

Our school vision states:

“Amelia Earhart School inspires academic excellence, a passion for learning and respect for self and community.”

The Earhart community is deeply committed to making our vision live through the success of our children. Our PTA and broader community support this vision through volunteerism and modeling of the belief that our children are capable of exemplary achievement. Through the development of our Single School Plan for student achievement, parents, School Site Council, teachers, and support staff have identified specific strategies to achieve our vision. An integral part of our vision is the whole child. The richness of our students’ cultural diversity is woven into our curriculum with collaboration between our school and community. Acknowledging each child’s uniqueness, while balancing rigorous academic curriculum with the arts, supports academic excellence. Each teacher shares a personal commitment to our vision. First graders brainstorm their interpretation of our school’s vision each year, create and sign their version and proudly hang it in their room.

Our school boasts a well-educated and highly trained staff that works collaboratively using best practices to teach the California Standards. Our classroom teachers are all fully credentialed. Our staff, along with the generous contributions and strength of our PTA, distinguishes Earhart. The success of all our students and the commitment to “leave no child behind” is the shared goal of the Earhart community and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. Enhancing our traditional program with extended learning opportunities in science and arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that promote social and emotional development. Our PTA partners with our principal and staff to provide programs offering a myriad of enrichment opportunities such as Art Docent, Museum of Children’s Art (MOCHA) artist instruction, K music, Noon Tunes, Noon Leagues, Math in the Garden, hands-on science and valuable field-study opportunities as well as an after-school enrichment program with courses that address the needs of the whole child, while gently focusing on academics. These enrichment activities are integral to the development of our children as lifelong learners.

The spirit of volunteerism that our parents, extended family and community members embrace defines our school culture and enhances our commitment to excellence. Our extensive team of volunteers, including several senior citizens, tutor children daily in reading and math, provide support for learning in the classroom and reinforce social skills in the lunchroom and on the playground. The combined efforts of our staff and community give meaning to our commitment to “Leave no Child Behind.”

It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart’s lifetime she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day!

PART IV INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Amelia Earhart School is proud of the history of exemplary student achievement on both nationally normed and state criterion-referenced assessments. Our students' achievement has consistently placed the school in the top 10 % of California schools. Each year staff eagerly awaits assessment data to validate our student achievement. Staff reviews student performance and considers data from our California Standards Test (CST), the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) indicator for NCLB, together with process data accumulated throughout the school year.

California has developed a comprehensive assessment system that has evolved from the Stanford 9 to the CAT 6 and CST in 2002 and 2003 to the CST in 2004. As the CST was being developed it was administered in addition to the nationally normed assessments. Beginning in 2004, the CST is our state assessment.

The California Standards Tests demonstrates strong student achievement on an assessment aligned to the California standards. Our grade level results show how thoughtful planning and alignment of daily instruction to the content standards leads to consistently high performance. The State of California defines passing the CST to be proficient or advanced. In 2004, a significant number of our students tested at proficient or advanced:

English/Language Arts	State Average	Math	State Average
2 nd grade: 78%	51%	2 nd grade: 63%	35%
3 rd grade: 73%	48%	3 rd grade: 55%	30%
4 th grade: 86%	45%	4 th grade: 86%	45%
5 th grade: 76%	38%	5 th grade: 76%	38%

We are especially proud that more of our students who are proficient perform at the advanced level rather than simply at the proficient level. This means that in relation to state-established performance levels, the majority of our students demonstrated mastery of content standards and far exceeded state targets.

Each year, grade level staff closely examines grade level data. On the 2004 assessment results, variations in scores at the second and third grade level required extensive examination. A new standards-based reading program implemented at grade two did not produce the anticipated results. Careful examination of student responses reflected gaps in instruction due to the implementation of the program beginning in the 2nd grade. Teachers have analyzed the gaps and designed specific lessons to meet students' learning needs. In the fall of 2003 at the 3rd grade level, our school added two additional classes and included students from outside our community and across our district. Many of the children had intensive learning needs that will take more than one year to resolve. Several of the children were also English Language Learners(EL). Teachers have developed programs, provided targeted instruction based on data and continue to closely monitor the academic growth of this additional population group. Our EL population data varies from year to year due to each individual's language acquisition. Although the main impact is in the ELA scores, many math tasks are also heavily language embedded.

Examination of our school data over time shows that our students consistently score higher in math than they do in reading/language arts. Reading/language arts assessment results include the majority of our EL students beginning at the 3rd grade level.

The California Department of Education (CDE) uses the Academic Performance Index (API) to measure a school's performance on a scale from 100-1000. A school is considered high achieving if its API is above 800. We are pleased to have an API of 879.

In addition to tracking year to year data on students who are proficient and advanced, analysis of student achievement data for specific students scoring at the basic, below basic and far below basic level is used to design individual plans for academic intervention. Specific strategies and activities are identified to increase student proficiency in reading and writing, vocabulary development, comprehension, written language and math.

How do you use assessment data to understand and improve student and school performance?

A comprehensive system of assessment is used by staff to determine student achievement and identify areas for improvement. The assessment system is ongoing and, through collaboration, drives planning and modification of the curriculum. The district assessment office works closely with the teaching staff to develop a comprehensive assessment system linked to state-adopted instructional materials. In kindergarten through 5th grade, teachers worked to create an assessment plan for the adoption of the Houghton Mifflin (HMR) English Language Arts (ELA) program. As part of the program, K-1 students are assessed by an Emerging Literacy Survey at the beginning of the school year and reassessed each trimester. In 2nd grade, the Consortium on Reading Excellence (CORE) Phonics Assessment is used to analyze gaps in phonemic skills. Teachers use the publisher's theme and summative tests throughout the year to gather process data about each student's growth and achievement of the standards. At the conclusion of each assessment, teachers enter data into an Excel spreadsheet and color-code the results. This data is then used to create fluid reading groups that focus intensive instruction on specific skills. Using progress monitoring, our students do not develop large gaps in their learning. Teachers use the AIMS web to test reading fluency. All students participate in a baseline assessment. Students in grades K-3 and struggling readers in grades 4-5 are again administered the measure in the spring. District assessments monitor achievement in math. Mid-year and year-end benchmarks in grades 2-5 provide each teacher data on student learning. The results from these assessments are disaggregated and used to create skill-based learning groups in the classroom and in our WINGS intervention program. In addition to using Excel to collect and evaluate assessment data, our district, using the *Measures* software, collects multiple measures of student achievement and compiles ongoing data for teachers.

Communication about student performance

The close partnership between Earhart School and the community provides many avenues for on-going and consistent communication about our academic successes. Annual state CST Test results for individual students are mailed to parents in July and discussed at fall conferences. School-wide scores, the Academic Performance Index and the new Annual Yearly Progress Report for "No Child Left Behind" are presented and explained by the principal to the community, at School Site Council and PTA meetings. Parents and community can review Earhart's progress on the District Web site and in local and regional newspaper articles. Incoming kindergarten families receive information about grade level standards by mail and at Kindergarten Information Night in the spring. Families receive information about grade level standards at Back-to-School Nights through teacher presentations and in classroom handbooks. Teachers communicate student progress to parents through our standards-based report card, periodic progress reports, conferences, classroom newsletters, corrected work sent home for a parent signature and homework packets, and, at the 5th grade level, in the student planner. These means, in addition to classroom e-groups and parent-teacher email, provide an on-going flow of communication about the classroom and individual student progress. Reading and math assessments are shared with parents in a conference/goal setting meeting with each person taking an active role in supporting student success. All communications between staff and parents respect the interpretive needs of families. Translators attend conferences, assist with phone communications and translate written information. The yearly School Accountability Report Card is available to all families. Our school Web site continually posts activities, classroom projects, and our weekly newsletter, *The Express*. Subscribers receive a weekly e-mail to remind them the site has been updated.

Sharing Successes

The Earhart staff is proud of their professional relationships. The implementation of standards-based curriculum and its success requires a variety of strong teaching strategies. Ongoing teacher collaboration and collegial dialogue about instructional strategies ensure evidence of effective instruction in every classroom. Professional development has shifted from presentation by experts to collaboration, curriculum development, collegial discussions and support, and coaching. Staff conducts ongoing inservice and professional development through a formal process of peer teaching. Following five days of training with Consortium on Reading Excellence (CORE) for teachers and administrators on our new reading program, continued training and support from a reading teacher-leader coach at the site includes modeling of strategies, training on the use of our assessment program, and a forum for development and feedback on pacing guides. Pacing and ideas for lesson delivery are agenda items at grade level meetings, monthly curriculum faculty meetings and grade level curriculum days. Earhart teachers host bi-monthly curriculum discussions and practicums for other district teachers. Additionally, our staff has participated as trainers of trainers in regional curriculum projects involving math and science. Ten teachers worked with regional math specialists in a three-week intensive ACCLAIM training, gaining a deeper understanding of mathematical concepts, building skills in presenting developmentally appropriate lessons and increasing mathematical understanding. Our staff has implemented the newly learned strategies by planning student lessons, parent math evenings and a math festival.

Many of our teachers mentor new teachers through the Beginning Teacher Support and Assessment (BTSA) program which provides a two year structure of support with a coach. Other teachers partner with local universities to provide guided student teaching and internship opportunities for students becoming teachers.

PART V CURRICULUM AND INSTRUCTION

Curriculum

All Earhart students are provided a balanced, comprehensive, standards-aligned curriculum and textbooks in all subject areas. Daily instruction tied to State and local standards addresses basic skills, problem solving, and critical and higher-order thinking skills.

Language Arts: The language arts program, Houghton Mifflin Reading, is a research-based program with integrated instruction in reading, writing, listening and speaking. Daily focused direct instruction with on-going classroom based assessment provides a sound instructional base in phonemic awareness, reading fluency, decoding, vocabulary, spelling, comprehension and specific reading strategies. Writer's Workshop is the foundation of the 2-5 grade-writing program. After providing instruction and practice in the six traits of writing, writing is edited and revised through a structured process to build student success. Final products are published, collected in classroom books and shared through Author's Chair.

Math: The Harcourt math program is correlated to the state standards. In addition to daily math instruction, 1st, 2nd and 5th grade levels group and regroup students for additional targeted instruction integrating hands-on materials and strategies from the ACCLAIM program. Using the resources of the district math coach and the strengths of site staff members, grade level groups have planned and held math festivals during the day and in the evening for students and their families.

Science: Standards-based science education includes earth, life and physical science and emphasizes investigation and active learning using the scientific method. The adopted Harcourt curriculum is aligned to our hands-on FOSS kits to provide a rich curriculum. Common science vocabulary is emphasized across grade levels. Science standards are articulated across grade levels to support optimal student learning. With parent support, we have developed a science lab for classroom use. Fully-equipped with science materials, computers and microscopes, the lab is an exciting and motivating venue for science instruction.

Social Science: At K-2, social science instruction is thematic and aligned to the reading themes in our HMR reading program. Grades 3-5 use the standards-based Adventures in Time and Place text to provide a rich thematic approach to history and culture. Connecting instruction to the HMR themes and the Lifeskills curriculum builds meaning and coherence. Further instruction comes from student study trips to support the grade level standards.

Diversity: Our community's diversity adds a valuable dimension to our curriculum. Integrating ELA and social studies standards, each grade builds upon the lifeskill of respect and celebrates cultural heritage. Kindergarten students learn about holidays around the world, share their own traditions and perform cultural music. 1st graders create heritage squares, 2nd graders create heritage dolls, read ethnic stories and share their heritage with grandparents in a festive international luncheon. 3rd graders each create a square for a heritage quilt and read cultural stories. 4th graders create a heritage photo collage. 4th and 5th graders study immigration to the United States. Speakers from the Immigration Lawyers Association and an essay contest culminate the unit on immigration and cultural heritage. Integration of literature to reinforce the lifeskill of respect helps students develop a deeper understanding and appreciation for many cultures. All grade levels enjoy a day of ethnic food, cultural games and traditional clothing. Families enjoy our performance based multi-cultural evening where all students perform and families share ethnic food.

PE: Specific activities for motor development, instruction in skills and games are part of promoting physical fitness and a healthy lifestyle. At the kindergarten and 1st grade, all children participate in a weekly one-hour motor-perceptual skills program.

Arts: Our arts program is a high priority and a source of pride. The Performing and Fine Arts standards are taught at every grade level. All students receive weekly-specialized music instruction. Students study vocal music, ethnic music, dance and learn to read music and play instruments. The primary Noon Tunes Choir practices at lunch and performs for school and community events. Students share their love of music by playing the piano at lunch for their peers and performing at our annual Fine Arts Evening. Performing arts are integrated into each classroom. Teachers use student performances on stage to develop and reinforce language skills and build self-esteem. A MOCHA artist, who teaches classroom lessons, enhances visual arts. Art Docents provide monthly lessons in all classes, using the works of the world-renowned artists, integrating art history and extension activities.

Describe the School's Reading Curriculum and the reasons for choosing this approach to reading.

In 2002, teachers district-wide piloted two state-approved reading programs. The materials were shared and discussed with our parent community. Sensitivity to cultural diversity in the materials was examined. After extensive discussions involving program research, examination of *Becoming a Nation of Readers* and identification of the strengths of each program, teachers chose the HMR text and materials for adoption. A phased adoption has provided Earhart with the HMR materials for all of our students this year. This program includes a spiral format of systematic and explicit phonics instruction, phonemic awareness, print concepts, vocabulary development, grammar and spelling instruction, strategies for comprehension, guided and independent reading and a writing component. Multiple assessment components and district assessments provide progress monitoring of each student. The program's Universal Access provides daily time for flexible grouping and direct instruction to meet individual student needs. Students are supported in vocabulary development, writing and spelling skills through our media center program using the HMR Web access *eduplace.com*. Successmaker Enterprise (SME) software provides individual, self-paced instructional support for students in Discovering English, reading and spelling skills. Soaring to Excellence programs provide students with targeted reading instruction in WINGS classes, practice with reading fluency before school and lunchtime book clubs where students enjoy discussing the classics in a casual inquiry setting.

Amelia Earhart School's Math Program

Earhart School's math program is designed to provide support and mastery for students in mathematical reasoning, probability and data analysis, statistics, measurement and geometry, algebra and number sense. Using the standards-based Harcourt math program is only the starting point. Math vocabulary is explicitly taught and shared with parents beginning in kindergarten. Teachers analyze assessment data at each grade level and develop improvement action plans with their colleagues. The 5th grade action plan focuses on improving problem solving skills. Using assessment data and collaborating with 4th grade teachers, students are grouped for standards-based math instruction that varies only in presentation. One delivery is fast-paced and traditional while the other is hands-on and uses manipulatives. Most significant is that, although some students began the year with varying degrees of achievement in math, year-end assessments show 76% of students achieving above standards.

First grade teachers work collaboratively to provide math workshop time each week for focused instruction. The 2nd grade teachers divide students into flexible skill groupings for additional math instruction three times a week. Using ACCLAIM strategies teachers re-teach and extend math concepts to deepen student understanding. Teachers in 3rd grade are using concepts of continuous improvement to graph cumulative learning of the multiplication tables. 4th grade teachers systematically measure student achievement according to grade level standards. Our families support math instruction through participation in Family Math nights, teaching SME math in Soaring to Excellence programs, and math festival activities. Math lives in our students' lives as a fun and dynamic part of the curriculum.

Methods to improve learning

The Earhart staff appreciates different learning styles and strives to meet the instructional needs of all children. All grade levels have a balanced approach to instruction that provides opportunities for teacher-directed and student-centered learning, and independent as well as collaborative projects. Thematic units integrating skills and knowledge across the curriculum and subject matter areas are the norm for Earhart teachers.

Our commitment to the success of every child includes methodologies and models used in all classrooms based on current research and best practices. Guided reading groups, Writer's Workshop, Literature Circles, whole group and small group instruction, differentiated instruction, cooperative learning groups, reciprocal teaching strategies, meta-cognitive reflection, peer and cross-age tutoring, hands-on activities and intervention programs are implemented school-wide. through HMR Universal Access. Specialized instruction driven by formative assessment data tied to State standards provides small group instruction daily to students with more intensive learning needs. Supplementing the teachers' efforts, parent volunteers assist students with specific standards-based skills. In the media center, each week children complete computer-driven instruction modules in classroom HMR vocabulary and individualized instruction in reading, math and spelling using the SME software. Classroom strategies such as word walls, math fact charts, flash cards, games, and peer and cross-age tutoring all support high levels of student achievement. Our all-day Kindergarten schedule allows small group instruction four days a week, thus increasing our teachers' abilities to assess individual student learning and adjust curriculum to meet each child's developmental needs.

The district Promotion Acceleration Retention and Intervention (PARI) system provides intervention for each at-risk child with a personalized, written plan developed collaboratively by the grade level team of teachers. Our Soaring to Excellence program provides learning support to children from those identified as being at-risk to our GATE and high-achieving students.

Professional Development

Earhart teachers firmly believe that student achievement is directly related to the professional development in which they participate. The implementation of standards-based curriculum and its success requires a variety of strong teaching strategies. Ongoing teacher collaboration and staff conversations about instructional strategies ensure evidence of effective instruction in every classroom. In a commitment to quality instruction for our EL students, all 27 classroom teachers are CLAD certificated.

Collaboration, curriculum development, collegial discussions and support, and coaching are the core of our professional development. A site focus on grade level curriculum development is addressed by four one-half day collaboration sessions with teachers and the principal. Our district focus on math instruction has supported teachers in attending a 3-week intensive summer ACCLAIM training to build developmentally appropriate strategies for stronger math achievement. Throughout the year, teachers collaborate at every grade level about best practices and math teaching strategies.

The district provided five days of DATA Works training to align instruction to the standards and improve student achievement. Delving into the standards and linking them from one grade to the next has empowered us to better implement them, resulting in higher student achievement. All 4th and 5th grade teachers have had five days of training in adapting the core curriculum for depth, complexity, acceleration, novelty and higher-order thinking skills. Collaboration and coaching has led to implementation of differentiated instruction in all 4th and 5th grade classes.

Curriculum-focused faculty meetings and grade level curriculum days provide a forum for in-depth collegial conversations on curriculum topics. Curriculum days also provide a learning community for teachers to examine current educational research. Staff members conduct ongoing in-service and professional development through a formal process of peer teaching. The implementation of our new ELA program has presented a new paradigm in ongoing site-based staff support, the site reading teacher leader coach. On-going professional development has produced a highly skilled educational team equipped to effectively address student needs and provide quality instruction with exemplary outcomes.

PART VII - ASSESSMENT RESULTS

AMELIA EARHART SCHOOL Alameda, California

STATE STANDARDS TESTS

Subject ELA Grade 2
 Test California Standards Test
 Edition/Publication Year Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month--APRIL				
SCHOOL SCORES				
% At or Above Far Below Basic	100	100	100	----
% At or Above Below Basic	95	98	99	100
% At or Above Basic	89	94	92	96
% At or Above Proficient	63	71	69	70
% At Advanced	30	32	29	27
Number of students tested	80	105	86	92
Percent of total students tested	100	100	96	98
Number of students alternatively assessed	0	0	**	**
Percent of students alternatively assessed				
SUBGROUP SCORES				
1. Asian				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	97	100	100	**
% At or Above Basic	92	96	94	**
% At or Above Proficient	69	69	73	**
% At Advanced	38	38	45	**
Number of students tested	38	45	29	**
2. White				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	97	100	100	**
% At or Above Basic	87	93	90	**
% At or Above Proficient	58	68	64	**
% At Advanced	29	28	23	**
Number of students tested	21	40	39	**
3. ENGLISH LEARNER				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	90	100	100	**
% At or Above Basic	81	95	88	**
% At or Above Proficient	36	50	53	**
% At Advanced	9	18	29	**
Number of students tested	11	22	17	**
STATE SCORES				

% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	87	87	85	83
% At or Above Basic	65	68	63	61
% At or Above Proficient	35	36	32	32
% At Advanced	12	12	9	10

** Data unavailable. Disaggregated data not provided by the State or compiled by our district until 2001-02.

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject ELA Grade 3
 Test California Standards Test

Edition/Publication Year Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month—APRIL				
SCHOOL SCORES				
% At or Above Far Below Basic	100	100	-----	100
% At or Above Below Basic	94	98	100	98
% At or Above Basic	83	90	93	91
% At or Above Proficient	55	64	69	68
% At Advanced	23	34	29	28
Number of students tested	113	89	86	116
Percent of total students tested	100	100	94	97
Number of students alternatively assessed	0	0	**	**
Percent of students alternatively assessed				
SUBGROUP SCORES				
1. Asian				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	95	100	100	**
% At or Above Basic	80	87	93	**
% At or Above Proficient	63	63	70	**
% At Advanced	38	45	27	
Number of students tested	52	33	43	
2. White				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	95	100	100	**
% At or Above Basic	93	92	93	**
% At or Above Proficient	57	66	61	**
% At Advanced	19	28	35	**
Number of students tested	42	40	34	**
3. ENGLISH LEARNER				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	89	100	100	**
% At or Above Basic	66	63	88	**
% At or Above Proficient	31	25	55	**
% At Advanced	8	6	17	**
Number of students tested	26	16	24	**

STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	83	84	85	80
% At or Above Basic	61	63	63	59
% At or Above Proficient	30	33	32	30
% At Advanced	9	10	9	9

**Data Unavailable

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject ELA Grade 4
 Test California Standards Test

Edition/Publication Year Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month--APRIL				
SCHOOL SCORES				
% At or Above Far Below Basic	100	100		
% At or Above Below Basic	95	95	99	100
% At or Above Basic	94	95	94	92
% At or Above Proficient	77	76	66	67
% At Advanced	52	48	40	32
Number of students tested	92	93	117	105
Percent of total students tested	100	100	97	98
Number of students alternatively assessed	0	0	**	**
Percent of students alternatively assessed				
SUBGROUP SCORES				
1. Asian				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	95	100	100	**
% At or Above Basic	95	100	91	**
% At or Above Proficient	78	77	66	**
% At Advanced	50	51	43	**
Number of students tested	36	39	53	**
2. White				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	97	100	100	**
% At or Above Basic	97	100	100	**
% At or Above Proficient	82	85	77	**
% At Advanced	54	41	45	**
Number of students tested	39	41	44	**
3. ENGLISH LEARNER				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	87	100	100	**
% At or Above Basic	80	100	71	**
% At or Above Proficient	33	58	18	**
% At Advanced	20	37	0	**
Number of students tested	15	19	17	**

STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	91	92	90	87
% At or Above Basic	73	74	71	66
% At or Above Proficient	39	39	36	33
% At Advanced	16	15	14	11

** Data unavailable

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject ELA Grade 5
 Test California Standards Test

Edition/Publication Year: Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month--APRIL				
SCHOOL SCORES				
% At or Above Far Below Basic	100	-----	-----	100
% At or Above Below Basic	99	100	100	98
% At or Above Basic	98	97	94	88
% At or Above Proficient	75	75	61	53
% At Advanced	56	31	18	15
Number of students tested	95	126	98	124
Percent of total students tested	100	100	100	99
Number of students alternatively assessed	0	0	0	**
Percent of students alternatively assessed				
SUBGROUP SCORES				
1. Asian				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	98	100	100	**
% At or Above Basic	98	93	95	**
% At or Above Proficient	72	72	72	**
% At Advanced	58	28	16	**
Number of students tested	50	57	39	**
2. White				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	100	100	100	**
% At or Above Basic	97	100	93	**
% At or Above Proficient	74	85	60	**
% At Advanced	57	41	13	**
Number of students tested	30	41	45	**
3. ENGLISH LEARNER				
% At or Above Far Below Basic	100	100	100	**
% At or Above Below Basic	95	100	100	**
% At or Above Basic	95	77	84	**
% At or Above Proficient	38	44	17	**
% At Advanced	14	11	0	**
Number of students tested	21	18	6	**

STATE SCORES				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	87	90	91	88
% At or Above Basic	71	72	71	66
% At or Above Proficient	40	36	31	28
% At Advanced	16	10	9	7

** Data unavailable

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject MATH Grade 2
 Test California Standards Test

Edition/Publication Year Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002
Testing month--APRIL			
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	99	100
% At or Above Basic	90	92	94
% At or Above Proficient	79	80	69
% At Advanced	44	48	36
Number of students tested	80	105	86
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	**
Percent of students alternatively assessed	0	0	**
SUBGROUP SCORES			
1. Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	98	90	93
% At or Above Proficient	90	86	76
% At Advanced	61	53	59
Number of students tested	38	45	29
2. White			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	98	100
% At or Above Basic	90	93	95
% At or Above Proficient	76	75	61
% At Advanced	33	40	23
Number of students tested	21	40	39
3. ENGLISH LEARNER			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	90	86	84
% At or Above Proficient	70	77	56
% At Advanced	30	32	39
Number of students tested	11	22	17

STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	96	89
% At or Above Basic	76	76	65
% At or Above Proficient	51	53	43
% At Advanced	23	24	16

** Data unavailable

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject MATH Grade 3
 Test California Standards Test

Edition/Publication Year: Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002
Testing month—APRIL			
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	99	100	98
% At or Above Basic	84	89	89
% At or Above Proficient	73	62	65
% At Advanced	46	24	19
Number of students tested	113	89	86
Percent of total students tested	100	100	94
Number of students alternatively assessed	0	0	**
Percent of students alternatively assessed	0	0	**
SUBGROUP SCORES			
1. Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	81	90	95
% At or Above Proficient	79	72	72
% At Advanced	56	39	16
Number of students tested	52	33	43
2. White			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	98	100	98
% At or Above Basic	93	91	83
% At or Above Proficient	79	53	59
% At Advanced	50	10	21
Number of students tested	42	40	34
3. ENGLISH LEARNER			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	66	76	87
% At or Above Proficient	58	32	57
% At Advanced	27	13	9
Number of students tested	26	16	24

STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	94	91
% At or Above Basic	73	71	65
% At or Above Proficient	48	46	38
% At Advanced	21	19	12

**Data Unavailable

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject MATH Grade 4
 Test California Standards Test

Edition/Publication Year Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002
Testing month--APRIL			
SCHOOL SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	96	100
% At or Above Basic	96	94	95
% At or Above Proficient	86	79	66
% At Advanced	50	44	19
Number of students tested	92	93	117
Percent of total students tested	100	100	97
Number of students alternatively assessed	0	0	**
Percent of students alternatively assessed	0	0	**
SUBGROUP SCORES			
1. Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	97	100	98
% At or Above Proficient	83	87	72
% At Advanced	50	49	25
Number of students tested	36	39	53
2. White			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	96	100
% At or Above Basic	95	96	93
% At or Above Proficient	89	72	70
% At Advanced	51	48	18
Number of students tested	39	41	44
3. ENGLISH LEARNER			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	86	100	100
% At or Above Proficient	53	79	42
% At Advanced	13	37	18
Number of students tested	15	19	17

STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	97	93	93
% At or Above Basic	73	72	67
% At or Above Proficient	45	45	37
% At Advanced	18	18	13

** Data unavailable

AMELIA EARHART SCHOOL
Alameda, California

STATE STANDARDS TESTS

Subject MATH Grade 5
 Test California Standards Test

Edition/Publication Year: Revised yearly
 Publisher McGraw-Hill Publishers

	2003-2004	2002-2003	2001-2002
Testing month--APRIL			
SCHOOL SCORES			
% At or Above Far Below Basic	100	100-	100
% At or Above Below Basic	100	100	99
% At or Above Basic	95	95	88
% At or Above Proficient	86	80	61
% At Advanced	42	31	18
Number of students tested	95	126	98
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	96	98	96
% At or Above Proficient	76	83	75
% At Advanced	46	37	26
Number of students tested	50	57	39
2. White			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	93	96	82
% At or Above Proficient	76	86	51
% At Advanced	43	32	13
Number of students tested	30	41	45
3. ENGLISH LEARNER			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	95	100	100
% At or Above Proficient	43	56	33
% At Advanced	14	17	0
Number of students tested	21	18	6

STATE SCORES			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	90	87	90
% At or Above Basic	65	61	59
% At or Above Proficient	38	35	29
% At Advanced	12	10	7

** Data unavailable