

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

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

School Mailing Address 2601 S Blandford Drive
(If address is P.O. Box, also include street address.)

Rowland Heights CA 91748-4816
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number* 6022222

Telephone (626) 965-3410 Fax (626) 965-2360

Web site/URL <http://rowland-unified.org> E-mail jlawrence@mail.rowland.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. Maria G. Ott
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rowland Unified Tel. (626) 965-2541

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. Albert Chang
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 15 Elementary schools
 0 Middle schools
 3 Junior high schools
 3 High schools
 2 Other
 23 TOTAL
2. District Per Pupil Expenditure: \$6,615
 Average State Per Pupil Expenditure: \$6,919

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	45	41	86	8			
1	65	48	113	9			
2	46	43	89	10			
3	53	27	90	11			
4	67	49	116	12			
5	44	45	89	Other			
6	42	41	83				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							666

6. Racial/ethnic composition of the school: 7% White
0.5% Black or African American
22% Hispanic or Latino
70% Asian/Pacific Islander
0% American Indian/Alaskan Native
99.5% 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: 6%

[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	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	20
(3)	Total of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	666
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 38%
258 Total Number Limited English Proficient
 Number of languages represented: 17
 Specify languages: English, Spanish, Vietnamese, Cantonese, Korean, Tagalog, Mandarin, Japanese, Arabic, Burmese, German, Hebrew, Hindi, Indonesian, Thai, Chaozhou, Taiwanese
9. Students eligible for free/reduced-priced meals: 26%
 Total number students who qualify: 172
10. Students receiving special education services: 8%
51 Total Number of Students Served

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

- 5 Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- 25 Specific Learning Disability
- 21 Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

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

Number of Staff

	Full-time	Part-Time
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 26 </u>	<u> 6 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 2 </u>
Paraprofessionals	<u> </u>	<u> 2 </u>
Support staff	<u> </u>	<u> 3 </u>
Total number	<u> 28 </u>	<u> 13 </u>

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

23:1

13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99%	98.0%	98%	98%	98%
Daily teacher attendance	97%	97%	96%	97%	*
Teacher turnover rate	14%**	3%	22%**	7%	3%

*Data not available.

** In the 2003-2004 and 2005-2006 school year the high percentage of teacher turnover was due to retirement, relocation and moving into administration.

PART III - SUMMARY

Every child at Blandford has the opportunity to learn in an environment that respects differences and values each student's culture. At Blandford, the community vision is to inspire and nurture the journey of life long learning for all. Open any Blandford School yearbook and the Blandford story unfolds. Among the pages are captured moments in time when students and teachers are engaged in the excitement of teaching and learning. This is what Blandford is all about: focused teaching and learning. The school vision incorporates an emphasis on life long learning and is enhanced by the school's Community of Caring character building values of respect, responsibility, trust, caring, and family. Every member of the Blandford School community is connected through a common purpose that keeps the needs of the students at the center of the decision making process. It's within this climate that Blandford School offers a safe and nurturing place for all students to learn and acquire proficiency in English Language Arts, Math, Science, Social Studies, Physical and Health Education, and Visual and Performing Arts. This vision for learning supports the goals articulated through the state standards and promotes high expectations about what students should know, understand and be able to do upon leaving Blandford. The vision exists at the core of Blandford School life and was adopted through shared leadership among the entire Blandford School community.

Blandford School is located 20 miles from Los Angeles, in the foothills of the city of Rowland Heights. The majority of students are English Language Learners with seventeen different home languages represented. Classes in Kindergarten -3rd grade have a pupil teacher ratio of 20 to one. In the upper grades, (4th-6th) students rotate through classes of single subjects (Math, English Language Arts, Science and Social Studies and Physical Education) taught by teachers who are experts at their craft. Student achievement in acquiring English proficiency is one of the highest in the school district. Performance on state Writing and Science tests indicate 4th and 5th grade Blandford students' achievement among the highest in the district and county.

All members of the school community have high expectations for student proficiency of standards. The Single School Plan represents the collaboration, evaluation, and goal setting of a dedicated school community. Teachers are reflective practitioners who are committed to meeting the needs of students. Recently teachers have created programs to "Make It Happen" for students having difficulty meeting standards. Teachers volunteer their lunch and after school time to mentor students one on one and conduct after school clubs to help increase students' self esteem and interest in school. Through daily classroom instruction, teachers implement research based instructional practices and hone their teaching skills through ongoing professional development.

Parent leadership and involvement play a dominant role in the success of Blandford's students. Parent and community volunteers actively participate in every aspect of Blandford school life. On any given day, one can witness parents running copies, working on bulletin boards, running learning centers, reading to students and even helping to answer office phones. Over, 10,000 volunteer hours have been logged, not including parent participation on field trips and school wide events. Annual family literacy and math nights bring teachers, parents and students together for dinner followed by math games and or literature stories. Special parent visitation day are conducted three times a year. During these visits, parents are given a complete tour of every classroom by the principal. A reception, hosted by the teaching staff follows the tours.

Blandford students are connected to the school and community through service learning activities. Students raised over \$1500 for the Hurricane Katrina Relief Fund. Annual Toys for Tots collection, canned food drives, student planted gardens and a student council lead recycling program are indicative that Blandford students reach out to the community to learn and serve.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Blandford School's California State Test results in English Language Arts and Math are indicators of the students' performance in acquiring knowledge of content in second through sixth grades. Each grade level's School Scores (per year represented) displays the percentage of students who answered approximately 75% or higher of the assessment correctly and therefore, "meet" or "exceed" state standards for that subject and grade level. These students are considered Proficient and or Advanced in the standards for the grade level in which they were tested.

The highest grade tested is sixth grade. The California Department of Education rank ordered all schools high to low on the proportion of students proficient or above in English Language Arts and Math. The percentage of sixth grade scores at or above the proficient level for English Language Arts and Math places Blandford School at or above the 90th percentile when compared to other schools in the state. In the area of Math, Blandford School performs significantly above the 90th percentile cut. The performance of the sixth grade is reflective of the cumulative performance of all grade levels at Blandford. The students have increased their performance over time since the end of the school year 2003 to the end of the school year 2006. Since the 2003 year, this cohort of students has moved into another decile in English Language Arts and Math. In both subjects the data indicates a significant number exceeding state standards. Over half of the students exceeded the state standards in Mathematics and 40% exceeded state standards in English Language Arts. The Blandford staff view these results as indicative of the high level of acquisition of the standards the students have attained as a result of their education at Blandford School.

The highest performing sub group in all areas of assessment for all grade levels is our Asian sub group. With the Asian population totaling 70% of our school population, their high performance dramatically affects the overall achievement at Blandford School in English Language Arts and Mathematics. The Hispanic population, however, though only 22% of the school population, has made dramatic gains over the last four years. In the year 2003 only 21% of the sixth grade Hispanic subgroup were proficient in English Language Arts with no one exceeding standards. By the year 2006, the number of Hispanic students meeting standards increased to 50% meeting state standards and 11% exceeding state standards. Since 2002, the total Hispanic population has made a 10% increase in performance in English Language Arts and a 20% increase in Mathematics. Over time the Hispanic subgroup has made equal growth to the Asian subgroup gains and a 10% more increase in performance percentage points over time in Math than the Asian subgroup gains. Part of the disparity in the performances of our Hispanic subgroup is that many of the Hispanic students are also part of the Economically Disadvantaged subgroup. Again, over time the Economically Disadvantaged subgroup has made over a 20% increase in performance in English Language Arts and Mathematics. The number of students that qualify for free or reduced priced lunches continues to increase yearly (27 %) as well as the number of students that speak a language other than English and are Limited English Proficient (38%). However, the performance of our English Language Learner population mirrors the steady increase in performance of our overall student population. Performance improvement occurs steadily in these subgroups in the primary grades as the students acquire solid English language skills and are tested for proficiency. In the upper grades performance indicators of this English Learner population may look less substantial only because these scores are of students new to the country, state, and Blandford School and who have beginning skills in English Language acquisition.

Information on the California State Assessment system can be found at www.cde.ca.gov/ta.

2. Using Assessment Results:

The use of assessment data is organized as a system that is continuous and frames teacher instruction. It is a formative and summative process that is viewed from both a macro centric perspective; (How is the school performing overall?), as well as from a micro centric perspective; (How is each child performing?). The continuous cycle begins with an evaluation of school wide performance from Spring data. Results are disaggregated into significant subgroups. In depth analysis and discussion take place regarding school wide, grade level and individual student progress. Teachers meet in grade level teams and identify areas of needed improvement. A plan for improvement is created school wide and includes the subject areas and or specific standards for improvement, goals, and the explicit actions and timelines to reach those goals. Daily, teachers use their personal knowledge of their students' instructional and developmental needs to make decisions about their teaching practice. Teachers write individual student action plans for target students in need of differentiated academic support to meet and maintain proficiency. In addition to informing classroom instruction, assessment results are often used to identify students for interventions when resources are available. Throughout the school year teachers give district benchmark tests aligned to standards that assess levels of attainment of concepts. Benchmark results are examined and instructional practices are modified and adjusted. Ongoing checking for understanding and monitoring of student progress is a daily classroom practice. School wide articulation regarding student products such as writing scored by rubrics takes place in staff meetings and at grade level meetings. Exemplary student products indicative of each grade levels' progress toward meeting standards is displayed throughout the school on outside framed bulletin boards. As the year comes to an end, the school community eagerly waits for state testing results in order to evaluate progress made toward goals and begin the cycle anew of reflect, plan, teach and assess.

3. Communicating Assessment Results:

Blandford School's student performance results are conveyed to the community in a variety of ways. Annually, The School Accountability Report Card is distributed to the school population and community stakeholders. This report is a comprehensive look at student performance over time as well as a summary of the school data including teacher education, salary etc. Community newspapers communicate school performance yearly when the California State Test results are made available to the public. Newspaper publications compare schools and rank them accordingly among the neighboring cities and counties.

Results of student achievement on the California State Assessment are mailed to each student's address in the summer following the end of the school term. During Fall conferences each student's results are reviewed with the parent by the teacher. In grades 2nd through 6th students are present during these conferences and classroom performance and subsequent grades are discussed. Reports on student progress are distributed to parents tri-annually. In addition to the school wide parent conferences held in the Fall and Spring, teachers and parents communicate on a regular basis through e-mail, meetings, phone calls, and weekly and monthly progress reports. Student Study Team meetings examine the needs of students who are having difficulty meeting standards. Parents are invited to these meeting to collaboratively plan goals for improved achievement.

Students' knowledge of their performance on state standards is integral to achieving Blandford's goal of developing life long learners. Students are made aware of what they need to know and be able to do regarding standards. Rubrics related to work products help students reach their goal by providing the information and steps they need to achieve grade level work. One on one conferencing with their teachers provides students with ongoing feedback on their progress.

4. Sharing Success:

Blandford School has received the honor of being a California Distinguished School in 2000 and again in 2006. As a result of these honors, Blandford has been given the opportunity to share successes through press releases and exhibitions at the California Distinguished Schools Events. The District Staff Development Team often sends new teachers from other schools in the district to visit classrooms at Blandford to view examples of best teaching practices. This year, Blandford has become a Professional Development School. The students from California Polytechnic University, Pomona, who are in the teacher credential program, visit Blandford to complete University requirements for teaching reading, observing classrooms and to student teach. Blandford teachers participate in the development of new teachers by being master teachers and Beginning Teaching Support Providers.

The principal at Blandford School has the opportunity to share school wide successes with other principals in the district during bi-monthly principal meetings. Principal colleagues along with the assistant superintendent make formal visits to each others' schools in order to learn about how schools with diverse needs are achieving success. Additional opportunities to share successes and reflect on what is working takes place among "coaching" groups of principal in surrounding districts of which the principal is a member.

Due to the achievement scores of the 4th graders on the state writing test, and the 5th graders on the state science test, (both scores are the highest in the district) the teachers at these grade levels have been invited to work on district writing and science committees. They confer with other teachers on the committee to suggest instructional practices, select programs, text books and materials that may best meet the needs of students in order to meet state standards.

This year, the district has entered into partnership with the Ball Foundation. Selected teachers from each school in the district have attended an evening of sharing successes regarding literacy. Asset building and goals setting related to "what's working" is the next step for every teacher to be a part of in the district process for improving literacy achievement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum is delivered to every student at Blandford and includes instruction in English Language Arts, Math, Social Studies, Science, Visual and Performing Arts, Health, Physical Education and English Language Development. Every subject matter contains learning objectives with the goal of student acquisition of standards. Teachers use state and district adopted curriculum materials as tools to help students attain and or maintain proficiency in the standards. English Language Development is integrated into all subject areas as teachers scaffold standards for English learners. Daily, English learners receive 30 minutes of explicit instruction in English correlated to their English proficiency levels 1-5.

The English Language Arts program enables students in kindergarten through sixth grade to develop the skills necessary to be successful listeners, speakers, readers and writers. Through real literature students receive explicit and systematic instruction in vocabulary development, spelling, comprehension, critical thinking skills, writing, grammar and mechanics. In the early reading development years, (kindergarten – second grade) students receive explicit instruction in phonemic awareness, letter and sound recognition and emergent reading strategies. Students have access to interactive computer programs to enhance their literacy learning.

The Mathematics program provides cumulative acquisition of the standards for each grade level. It is a balanced instructional program where students become proficient in computational and procedural skills, develop conceptual understanding, and become adept at problem solving. Concepts are supported and enhanced through a variety of brain compatible instructional strategies that include hands on activities, inquiry, and explicit direct instruction. Throughout the core curriculum, students have the opportunity to communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms. Students develop logical thinking as they analyze evidence and build arguments to support or refute hypotheses. A program that has provided additional conceptual support is M.I.N.D. (music integrated neural development). Students in second- fourth grade learn piano keyboarding and attend a computer lab setting where they play math games directly correlated to standards. An estimated 30% of our students (the highest performing sixth graders on math standards) receive high school Algebra instruction.

The Science program is articulated throughout the grade levels and is based on the Life, Earth and Physical Sciences. Each grade level studies concepts related to the three sciences and concepts are developed and enhanced as students progress through the grades. Throughout the year, students learn to ask meaningful scientific questions and to conduct careful investigations. Health studies are incorporated into the science curriculum within Life Sciences and may include nutrition and avoidance of unhealthy substances.

The Social Studies program has three categories of goals: Knowledge and Cultural Understanding, Democratic Understanding and Civic values, and Skills Attainment and Social Participation. These goals are interrelated throughout the grade levels, strands are a constant in every grade, and each year the learning is deepened, enriched, and extended. The curriculum enables students to see the relationships and connections that exist in real life. The primary curriculum (Kindergarten-third grade) builds on the important learning young children have developed and moves outward through geography and back in time through history to link students with people from the past. The curriculum in fourth-sixth grade encompasses a far wider scope. They reach back in time to study specific people and events that contribute to the evolution of their own society, its values and its institutions. Students follow the development of major Western and non-Western civilizations.

In Physical Education students participate in activities which build physical fitness, movement skill, positive self-image, and healthy attitudes and practices which will lead to healthy adulthood. Students do warm-up/ cool down activities, skill lessons and sports games.

Students receive instruction in Visual Performing Arts through Music Appreciation and note reading, Chorus, Band, Strings, Recorders, Piano Keyboarding, Musical Theater and Drawing, as well as daily teacher integration of the arts in the curriculum. Through school wide performances such as talent shows, Jr. musicals, Winter festivals, etc., multiple opportunities exist for students to share their progress with the school community.

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

Students are explicitly and systematically taught reading in five areas: phonemic awareness, phonics, fluency, and vocabulary and text comprehension. The state standards designate what to teach at specific grade levels. The materials and methodology used support Blandford's goal of developing life long readers. Reading materials include the state adopted text (Houghton Mifflin), and a range of other materials such as environmental print, student compositions, classroom anthologies, trade books, chapter books, core works of fiction and non fiction, magazines, newspapers, reference materials, and technology. These materials are used in read-alouds, instructional reading, and independent reading. The goal of all reading instruction is to support student's interest and capacity for independent reading. Reading fluency is developed by modeling fluent reading, having students engage in repeated oral reading and by individual

monitoring of student progress in fluency. Students are required to read outside the classroom for at least 30 minutes a day. A well-stocked classroom and school library enables students to take books home for independent reading;

Text comprehension is the school wide focus for improvement in student achievement, Reading instruction incorporates scientifically-based researched strategies. Multiple strategies for understanding text are taught explicitly and practiced by students. Teachers model metacognition, “thinking aloud”, teaching students to monitor their comprehension by asking questions, answering questions, recognizing story structure and using “thinking maps” as visual learning tools to make connections and support learning. Some examples would be the use of a flow map for use in summarizing important events in text and the use of a multi-flow map for use in describing cause-effect relationships.

The reading program used at Blandford is supportive of the philosophy that good readers are both purposeful and active. The multiple strategy instruction helps students develop self-monitoring strategies, using comprehension strategies flexibly and in combination in order to interact meaningfully with text so to derive meaning.

3. **Additional Curriculum Area:**

Blandford’s Science program uses district adopted materials as tools to help students in all grades attain proficiency in the four Science strands: Life Science, Earth Science, Physical Science, Investigation and Experimentation. Teachers develop lessons that incorporate both direct instruction by reading the textbook and use of supplemental materials for hands on activities. Lessons design includes what students should know and be able to do in science. Blandford teachers believe that effective science instruction integrates science content and experiences within all areas of the curriculum. Teachers provide many opportunities for students to develop and maintain the essential skills that form the basis for lifelong learning. As students reflect on their discoveries they are often asked the question: what have you learned about your self as a learner as you were conducting this investigation? Teachers use inquiry based activities that engage students in investigation and experimentation in order for students to construct their own scientific understanding of the standards. Inquiry learning helps students to develop their critical thinking which are necessary to become proficient with the rigorous standards at every grade level. Science activities also promote the student’s ability to problem solve and see relationships between the science standards and other content standards. An example of this is the inquiry based lab where students look at slides of muscle tissue. The teacher leads the students to discover how involuntary muscle and voluntary muscle differ and what the reason for the differences may be. Students continue to construct an understanding of those differences and how it applies to their own bodies as they participate in a P.E. activity.

On the California Standards Test, Blandford students score well above the State Minimally Proficient range in all areas tested for both fourth and fifth grade as well as scoring highest in the district in all areas tested. For example, in Life Science, Blandford’s fifth grade students scored 72% average correct as compared to 67% for the state.

4. **Instructional Methods:**

Teachers utilize a variety of instructional strategies in order to meet the needs of all students. In planning lessons teachers have been trained in the *Backwards Design* method which begins with the standard to be learned and how it will be assessed and works backwards toward the lessons and practice the student will need to be successful on the assessment. Lessons are student-centered and include explicit direct instruction (stated lesson objective, modeling and demonstrating, guided and independent practice) inquiry, small group and conferences regarding student work products. Teachers are concerned with content-what students are learning; process-how students are constructing meaning from the learning; and product-student demonstration of the learning. Teachers infuse their teaching craft with scientific research

based methodologies and the artistry of their personal teaching style.

Over the last several years teachers have implemented: *Thinking Maps*, *Write From the Beginning*, and *G.L.A.D.* strategies. Teachers have been trained school wide on how to utilize eight different maps as a common visual tool for applying and improving thinking processes and communicating ideas in writing. Students from Kindergarten to 6th grade are creating and using maps to plan and organize their individual learning. *Guided Language Acquisition Design* strategies have been instrumental in providing support to the English Language Learner population. Teachers use posters, chants, line ups, “whip around”, and other “best practices” to assist English Language Learners in completing the standards necessary for their language acquisition levels.

All teachers have been trained on how to provide a balanced comprehensive approach to learning to read and reading to learn. Teachers present concepts based on students’ “zone of proximal development” (Vygotsky) in order to enhance motivation and eliminate frustration. Group configurations are fluid. Teachers instruct students to reflect and self-assess progress toward meeting standards. This reflective method helps students to better understand grade level expectations and the quality of work required to meet standards.

5. Professional Development:

Student assessment results frame the professional development at Blandford School. Professional Development is organized and designed through systematic planning and training that replicates the research for professional learning communities. The adult learner is organized into learning communities: Grade Level Teams, Academic Achievement Leadership Teams, and all staff. The focus of the work is “teaching and learning” in order to improve “best first teaching”. Every Wednesday the school day is shortened to allow for at least 90 minutes of professional development after school. A calendar of learning events is created to ensure continuity of training and follow-up and collective decision making. The topic of each meeting supports the goals for improvement written into the School Plan. The structure of these meetings varies. Teachers who are trainers of curriculum present and model instructional practices related to Writing, Reading Comprehension, English Language Development and Explicit Direct Instruction. Teachers review student work products and evaluate progress made toward proficiency of standards.

Because the Blandford staff believe that improving best teaching practices creates “best first teaching”, a high priority is placed on appropriating and using funds for professional growth and teacher articulation. The School Based Budget supports grade level team and Leadership meetings for a full day of articulation at least three times a year and with additional general fund monies, the administration supports even more days. The Academic Achievement Leadership Team is comprised of one representative from each grade level who participates as the leader for their grade level and during these full days of articulation intense, important dialogue takes place regarding improving student achievement. Questions such as “what’s the evidence that all students are meeting and exceeding standards”; and what is the data telling about how our grade level and or school is performing serve as the catalyst for finding answers that result in improved teaching and learning.

PART VII - ASSESSMENT RESULTS

Subject: English Language Arts Grade: 2 Test: California Standards Test (CST)
Edition/Publication Year: CDE /2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	79	76	64	55	-
% "Exceeding" State Standards	38	25	27	18	-
Number of students tested	87	110	79	91	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	92	83	77	65	-
% "Exceeding" State Standards	46	27	*	*	-
Number of students tested	63	83	47	52	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	44	42	32	29	-
% "Exceeding" State Standards	17	16	*	*	-
Number of students tested	18	19	19	24	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	74	61	50	55	-
% "Exceeding" State Standards	22	18	23	6	-
Number of students tested	27	44	22	31	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	73	76	63	54	-
% "Exceeding" State Standards	20	18	29	11	-
Number of students tested	30	45	35	28	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Mathematics Grade: 2 Test: California Standards Test (CST)
Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	89	90	77	70	-
% "Exceeding" State Standards	67	65	44	40	-
Number of students tested	87	110	79	91	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	98	92	94	75	-
% "Exceeding" State Standards	78	75	*	*	-
Number of students tested	63	83	47	52	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	61	83	42	50	-
% "Exceeding" State Standards	39	28	*	*	-
Number of students tested	18	19	19	24	-
3. <u>Economically Disadvantaged</u>					

Subject: English Language Arts Grade: 3 Test: California Standards Test (CST)
Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month : May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	67	51	46	64	-
% "Exceeding" State Standards	24	24	16	29	-
Number of students tested	117	78	80	92	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	75	63	55	78	-
% "Exceeding" State Standards	29	27	*	*	-
Number of students tested	85	51	42	51	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	32	24	19	39	-
% "Exceeding" State Standards	14	12	*	*	-
Number of students tested	22	17	27	18	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	52	32	36	46	-
% "Exceeding" State Standards	21	16	6	23	-
Number of students tested	42	19	33	26	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	69	33	14	52	-
% "Exceeding" State Standards	24	0	7	22	-
Number of students tested	51	21	14	23	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Mathematics Grade: 3 Test: California Standards Test (CST)
Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92	82	74	77	-
% "Exceeding" State Standards	73	60	43	50	-
Number of students tested	117	78	80	92	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	95	96	88	90	-
% "Exceeding" State Standards	85	76	*	*	-
Number of students tested	85	51	42	51	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	73	47	48	50	-
% "Exceeding" State Standards	32	12	*	*	-
Number of students tested	22	17	27	18	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	88	63	61	58	-
% "Exceeding" State Standards	64	53	27	27	-
Number of students tested	42	19	33	26	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	92	76	79	78	-
% "Exceeding" State Standards	80	52	43	43	-
Number of students tested	51	21	14	23	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: English Language Arts Grade: 4 Test: California Standards Test (CST)

Edition/Publication Year:CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	78	74	69	69	-
% "Exceeding" State Standards	52	36	43	41	-
Number of students tested	88	84	90	85	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	88	83	79	77	-
% "Exceeding" State Standards	61	44	*	*	-
Number of students tested	57	48	53	52	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	56	48	44	56	-
% "Exceeding" State Standards	33	16	*	*	-
Number of students tested	18	25	16	18	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	55	66	54	63	-
% "Exceeding" State Standards	25	38	23	26	-
Number of students tested	20	29	26	19	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	64	**	25	39	-
% "Exceeding" State Standards	32	10	0	17	-
Number of students tested	25	10	12	18	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Mathematics Grade: 4 Test: California Standards Test (CST)
Edition/Publication Year:CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	86	91	85	88	-
% "Exceeding" State Standards	73	73	55	68	-
Number of students tested	88	84	90	85	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	93	96	92	96	-
% "Exceeding" State Standards	89	81	*	*	-
Number of students tested	57	48	53	52	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	67	76	63	78	-
% "Exceeding" State Standards	39	44	*	*	-
Number of students tested	18	25	16	18	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	65	90	73	79	-
% "Exceeding" State Standards	55	66	42	53	-
Number of students tested	20	29	26	19	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	80	**	67	89	-
% "Exceeding" State Standards	72	60	25	50	-
Number of students tested	25	10	12	18	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: English Language Arts Grade: 5 Test: California Standards Test
 Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	64	77	71	57	-
% "Exceeding" State Standards	36	42	37	20	-
Number of students tested	87	89	85	92	-
Percent of total students tested	100	98.9	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
<u>1. Asian</u>					
% "Meeting" plus "Exceeding" State Standards	73	87	81	62	-
% "Exceeding" State Standards	45	49	*	*	-
Number of students tested	49	53	48	45	-
<u>2. Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	36	40	48	44	-
% "Exceeding" State Standards	16	7	*	*	-
Number of students tested	25	15	21	27	-
<u>3. Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	48	71	55	52	-
% "Exceeding" State Standards	26	33	9	17	-
Number of students tested	27	24	22	29	-
<u>4. English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	27	**	**	33	-
% "Exceeding" State Standards	9	0	0	6	-
Number of students tested	11	9	9	18	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Mathematics Grade: 5 Test: California Standards Test
 Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	80	79	77	80	-
% "Exceeding" State Standards	57	64	43	43	-
Number of students tested	87	89	85	92	-
Percent of total students tested	100	98.9	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
<u>1. Asian</u>					
% "Meeting" plus "Exceeding" State Standards	92	89	88	89	-
% "Exceeding" State Standards	69	83	*	*	-
Number of students tested	49	53	48	45	-
<u>2. Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	48	47	57	63	-
% "Exceeding" State Standards	28	33	*	*	-
Number of students tested	25	15	21	27	-
<u>3. Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	67	63	68	79	-
% "Exceeding" State Standards	44	54	36	31	-
Number of students tested	27	24	22	29	-
<u>4. English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	73	**	**	72	-
% "Exceeding" State Standards	27	44	22	17	-
Number of students tested	11	9	9	18	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: English Language Arts Grade: 6 Test: California Standards Test (CST)
Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	72	69	62	59	-
% "Exceeding" State Standards	40	34	20	32	-
Number of students tested	92	80	85	97	-
Percent of total students tested	100	98.8	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	80	82	68	78	-
% "Exceeding" State Standards	54	45	*	*	-
Number of students tested	54	44	40	55	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	50	48	54	21	-
% "Exceeding" State Standards	11	22	*	*	-
Number of students tested	18	23	26	28	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	67	63	57	50	-
% "Exceeding" State Standards	22	15	7	17	-
Number of students tested	27	27	28	24	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	33	*	*	23	-
% "Exceeding" State Standards	17	0	0	0	-
Number of students tested	12	5	8	13	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.

Subject: Mathematics Grade: 6 Test: California Standards Test (CST)
Edition/Publication Year: CDE/2003-2006 Publisher: California Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: May					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	83	75	67	63	-
% "Exceeding" State Standards	51	49	31	32	-
Number of students tested	92	81	85	97	-
Percent of total students tested	100	100	100	100	-
Number of students alternatively assessed	-	-	-	-	-
Percent of students alternatively assessed	-	-	-	-	-
SUBGROUP SCORES					
1. <u>Asian</u>					
% "Meeting" plus "Exceeding" State Standards	91	86	78	82	-
% "Exceeding" State Standards	65	73	*	*	-
Number of students tested	54	44	40	55	-
2. <u>Hispanic</u>					
% "Meeting" plus "Exceeding" State Standards	61	61	46	29	-
% "Exceeding" State Standards	22	17	*	*	-
Number of students tested	18	23	26	28	-
3. <u>Economically Disadvantaged</u>					
% "Meeting" plus "Exceeding" State Standards	67	67	64	46	-
% "Exceeding" State Standards	33	26	29	21	-
Number of students tested	27	27	28	24	-
4. <u>English Language Learner</u>					
% "Meeting" plus "Exceeding" State Standards	67	*	*	23	-
% "Exceeding" State Standards	25	17	0	8	-
Number of students tested	12	6	8	13	-

*Data not available for this subgroup. **Data not calculated when there are 10 or less students tested.