

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 Mr. Carl Tomlinson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2100 Gettysburg Avenue
(If address is P.O. Box, also include street address)

Clovis CA 93611-5254
City State Zip Code+4 (9 digits total)

County Fresno State School Code Number* 10-62117-6106660

Telephone (559) 327-6900 Fax (559) 327-6990

Website/URL http://qp.clovisusd.k12.ca.us/gettysburgelementary E-mail carltomlinson@cusd.com

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 February 1, 2007

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

District Name Clovis Unified School District Tel. (559) 327-9000

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 February 1, 2007

Name of School Board
President/Chairperson Mrs. Betsy Sandoval
(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 February 1, 2007

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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 30 Elementary schools
 Middle schools
4 Junior high schools
5 High schools
3 Other*
42 TOTAL
- Other:

 - 1 Grades 4-8 Community Day School
 - 1 Grades 9-12 Community Day School
 - 1 Charter High School (CART) Joint Power Agreement between Clovis Unified & Fresno Unified School
2. District Per Pupil Expenditure: \$7,179
Average State Per Pupil Expenditure: \$7,788

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. 2 Number of years the principal has been in her/his position at this school.
5 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	12	8	20	7			
K	44	46	90	8			
1	49	50	99	9			
2	56	59	115	10			
3	46	54	100	11			
4	48	53	101	12			
5	42	52	94	Other			
6	64	46	110	Total With PreK			729
TOTAL STUDENTS IN THE APPLYING SCHOOL →							709

6. Racial/ethnic composition of the students in the school:
- | | | |
|-------|-------------|----------------------------------|
| _____ | 58 | % White |
| _____ | 2 | % Black or African American |
| _____ | 26 | % Hispanic or Latino |
| _____ | 12 | % Asian/Pacific Islander |
| _____ | 2 | % 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: _____ 15%

[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.	56
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	52
(3)	Total of all transferred students [sum of rows (1) and (2)]	108
(4)	Total number of students in the school as of October 1	738
(5)	Total transferred students in row (3) divided by total students in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: _____ 13%
 _____ 94 Total Number Limited English Proficient

Number of languages represented: _____ 9

Specify languages: Arabic, Hmong, Japanese, Lao, Mandarin, Punjabi, Romanian, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: _____ 32%

Total number students who qualify: _____ 225

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: $\frac{12}{88}$ % 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.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>55</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>30</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u> </u>
Paraprofessionals	<u> </u>	<u>9</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>41</u>	<u>11</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. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	97%	98%	98%	98%	97%
Teacher turnover rate	3%	3%	3%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The vision of Gettysburg is to prepare students to succeed in a global economy through our motto “Reach for the Stars!”

Gettysburg Elementary School is located in the city of Clovis and is one of 30 elementary schools in the Clovis Unified School District. With a school population of 709 students in grades Kindergarten through grade six, Gettysburg, continues to be a community and district flagship due to the ongoing successes of our students and staff. Gettysburg has been recognized as a National Blue Ribbon School (1999), National Exemplary Safe and Drug Free School (1994), and California State Distinguished School (1998, 2005). Our students and staff consistently earn the prestigious Clovis Unified Exemplary School Award, which measures success in the areas of academic accomplishment, co-curricular accomplishments and community service.

Gettysburg Elementary School resonates with a spirit that is contagious. Our students, staff and community have accepted the district’s challenge to “Be the best you can be in mind, body, and spirit,” which is reflected our school’s vision of preparing students to be productive citizens and lifelong learners. From the opening announcements to after school co-curricular activities, the Gettysburg Generals radiate positive energy. Our students and staff have established a prominent presence in our community as a source of pride, enthusiasm and achievement. A tremendous investment of time and energy by our principal, teachers and staff is reflected in ongoing collaborative work with parents and members of our Gettysburg community.

Teachers differentiate instruction, regrouping within and among grade levels, to better personalize the learning experience. Student achievement is frequently assessed in reading, language arts, writing, math and science through a robust formative assessment system utilizing technology to produce immediate reports and disaggregated information. Teachers use results of frequent assessments to re-teach and accelerate skill development for all students.

Proactive leadership, data-driven decision-making and an emphasis upon continuous improvement empower us to accomplish our mission and achieve our goals. Leadership supports and promotes innovation in our school programs. Grade levels meet weekly to share student work samples, analyze academic progress and discuss effective instructional strategies. Ongoing professional development ensures that the Gettysburg staff keeps abreast of new learning strategies, innovative teaching techniques and applied technology in the field of education. Such focus on professional development ensures that all Gettysburg students have equal access to the core curriculum and appropriate instruction matched to their individual learning needs and levels.

Guided by our academic successes, we have a solid focus on accountability for student learning and performance and have infused the California Standards into our curriculum. Our educational team works diligently to ensure that each and every one of our students is given the best possible opportunities for success. With six teachers who opened the school in 1989, we have a committed veteran teaching staff that is clearly focused on learning that encompasses critical ongoing assessment and reflection on disaggregated evidence of academic achievement.

We believe that we must work especially hard to meet the 21st century needs of our diverse, at-risk and disenfranchised students. We believe that parental involvement is critical to the success of our school and that the power of parent involvement is only as effective as our efforts to engage them in the process of educating their children. We believe that our Gettysburg educational team, students and community reflect the strengths, dedication, accomplishments and commitment to excellence worthy of this very special national recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Gettysburg participates in California's Standardized Testing and Reporting (STAR) program. The California Standards Tests (CST) in English-Language Arts, Mathematics, and Science are administered to all students in Grades 2-6. Except for a writing component that is administered as part of the Grade 4 English-Language Arts test, all questions are multiple choice. CST scores are reported as one of five performance levels: advanced, proficient, basic, below basic, and far below basic. Performance levels are indicated as percent Proficient and Advanced and percent Advanced on the Data Display Tables in Part VII-Assessment Results. The scores are used for calculating Gettysburg's Academic Performance Index (API). Only the results of the California English-Language Arts and Mathematics Standards Tests are used to determine the progress elementary schools are making toward meeting the federal *No Child Left Behind* adequate yearly progress (AYP) requirement that all students score at proficient or above (advanced) on these tests. The following website provides additional information regarding California's Standardized Testing and Reporting (STAR) program: <http://star.cde.ca.gov/star2006/AboutSTAR.asp>.

Gettysburg Assessment Results:

English-Language Arts. A three-year comparison shows growth at all grade levels in the percentage of students Proficient and Advanced on the State Standards. The overall summary of student achievement over the past three years shows an increase of 8% Proficient and Advanced on the State Standards, from 65% in May 2004 to 73% in May 2006. Most notable is the growth made in Grades 3 (+14%) and 6 (+14%). Students classified as English Learners showed great improvement (+21%) in the three year period growing from 21% to 42% Proficient and Advanced on the State Standards. Hispanic students also showed significant growth (+17%). Grade 2 demonstrated impressive growth (+29% EL) and (+19% Hispanic). Even with the encouraging growth of our English Language students and Hispanic students, a significant disparity remains between these subgroups and our majority white students. However, grade level data indicates that the performance gap is narrowing. Socio-economically disadvantaged students showed a 7% growth (46% to 53%) over the three year period. All subgroups, at all grade levels 2-6, demonstrated growth over the last 3 years. All of Gettysburg's significant subgroups exceeded AYP goals in English Language Arts.

Mathematics. An overview of student achievement during the past three years shows an increase of 8%, from 71% to 79% of students Proficient and Advanced on the State Standards. All grade levels 2-6 showed growth, led by grade 6, which grew +18% from 65% to 83% Proficient and Advanced on the State Standards. Notable are the Grade 5 students growing +15% from 36% to 51% scoring Advanced on the State Standards. Hispanic students grew +15% from 58% to 73% of students Proficient and Advanced on the State Standards. English Learners and Socio-economically Disadvantaged students grew +12% and +9%. Gettysburg EL students improved +16% from 6% to 22% scoring Advanced on the State Standards category. Overall, all Gettysburg subgroups demonstrated growth over the last three years as well as exceeding AYP goals in Mathematics.

2. Using Assessment Results: "Assessment data drives instruction" is central to Gettysburg's philosophy of success. These tests fall into three main categories: state, district, and site. State tests include those produced by STAR, which embodies a comprehensive assessment of ELA and Math. CUSD has developed assessments directly aligned to the state standards. These include Reading Readiness levels for kindergarten, a comprehensive grade 1 math test, math benchmarks for grades 1-6 which encompass all of the state math standards, and Language Arts Formative Tests (LAFT) aligned with the California Standards for ELA and given to students in grades 2-6 four times per year. LAFT allows us to aggregate and disaggregate data by student characteristics. Weekly tests in ELA and math provide results to teachers designed to drive instruction to meet the differentiated needs of all students.

Formal state and district assessments are used in conjunction with the more regularly administered state adopted curriculum materials, which teachers utilize to inform instruction on a weekly basis, and are

at the core of site and classroom assessment. For example, the Houghton Mifflin reading series has numerous mini-assessments embedded in the program. Theme tests and quarterly summative tests are aligned to the subject matter in the series and all are consistently aligned to the state content standards. Student assessment data guides decisions on curricular use, instructional strategies that address the needs of all students from intervention to GATE, and disbursement of funds available through our categorical programs.

Providing a curricular program that is responsive to the needs of all students requires considerable planning and understanding of the developmental needs of our diverse population. Assessment plays a key role in determining content and pacing of curriculum, which is addressed through Teacher Grade Level Estimation (TGLE) process. The process involves several steps, beginning with the identification of individual students who fall into identified areas of concern, namely 'basic', 'below basic', and 'far below basic', and 'at risk'. Teachers conduct an in-depth sub-skill analysis of each student's performance on the ELA and math state tests, and a prescriptive plan is created for each performance group, which focuses on effective teaching strategies and differentiated curriculum. Intervention instruction and support materials that target specific skills are prescribed for students not yet proficient. Students who score at or above Proficient on the State Standards are given opportunities to deepen and extend their educational experiences within the classroom as well as through GATE and ECL (Exceptional Capable Learners (grades 1-3).

The TGLE process continues with a conference between the teacher and the principal, where both the principal and Guidance Instructional Specialist (GIS) are actively involved in the determination of any special intervention which students may need in the areas of academic, social, or psychological development. Supported by TGLE data, a student may be referred to one of our student support programs, such as Student Study Team (SST), Resource Program/Intervention, or EL program.

Gettysburg's overall school performance is measured through Clovis Assessment System for Sustained Improvement (CLASSI), a district-wide, comprehensive approach to assessing educational quality. CLASSI annually monitors critical student achievement indicators for grades K through 6 and establish standards and ratings for evaluating certain school management, community involvement, and co-curricular priorities which are indicative of comprehensive, well-managed school programs.

3. Communicating Assessment Results: We believe that parents are our school's number one allies and supporters. Gettysburg strives to keep our parents informed regarding our school's vision, goals, and student achievement. Teacher/parent communication is considered vital in the overall educational plan for success. At the beginning of the school year, parents attend a Back-to-School night where staff and parents discuss the school and classroom programs. Special emphasis is placed on expectations of student performance. A student progress report is issued every six weeks. In addition, the quarterly report card plays a key role in motivating students to achieve success and earn Honor Roll status, perfect attendance, and CHARACTER COUNTS awards. Parents are encouraged to attend our quarterly academic awards assembly and to support their children. Teachers utilize website programs for parent communication. Our teachers send home weekly newsletters explaining current and upcoming events in their rooms. Our weekly school newsletter, The Gold Sheet, keeps students, parents, and teachers informed of school wide events.

Crucial to the communication process is the parent/teacher conference held at the end of the first quarter. Student performance is examined using standards-based criteria and parents are advised on strategies to use at home to assist their children in specific areas. These conferences are of great benefit to the parents of our EL students, and interpreters are provided in Hmong, Spanish, and other languages as needed. Gettysburg teachers communicate through e-mails, teacher websites, the school website, and the annual School Accountability Report Card (SARC) is provided to parents. Communication of standards, expectations, and progress are supported by well-defined data that is clearly interpreted and understood by all members of the Gettysburg community.

In addition, every August a state STAR report is mailed home with a letter explaining the meaning and value of the CST as it pertains to their child's achievement. Also, disaggregated results are communicated through in-depth presentations with Gettysburg's multiple parent forums, such as the School Assessment Review Team (SART), Intercultural-Diversity Advisory Council, English Learner Advisory Committee, School Site Council, and Parent Club.

4. Sharing Success: Gettysburg enjoys a broad-based, collaborative relationship with other schools. At the district level, Job-Alike sessions enable principals and Guidance Instructional Specialists to dialog regarding educational issues and share best practices associated with high achieving schools, such as Gettysburg.

Gettysburg and CUSD provide many opportunities for staff members to develop instructional strategies and allow teachers to be leaders. During pre-school institute day, lead teachers in each grade level facilitate sessions on how to organize and manage reading stations, vocabulary activities, technology training, writing strategies, social science, science, and fine arts. Throughout the school year, grade level teachers attend district committees with other school leaders to provide support that impacts student learning. Many staff members work on curriculum committees during their summer vacations.

Lead grade level peers work with teachers to develop pacing calendars in ELA and math that are established to align with standards and adopted instructional materials. This pacing calendar is aligned and supported by our assessment calendar.

PART V-CURRICULUM AND INSTRUCTION

1. Curriculum: Gettysburg Elementary School challenges all students with a powerful core curriculum. This curriculum is designed to provide an academic foundation for the future linking the transition from pre-school to kindergarten and elementary to intermediate school. The curriculum content at Gettysburg is aligned with district and California State Content Standards. These standards are continually reviewed by teachers, parents, and district curriculum advisors to meet adjusted state frameworks and national norms. Reports including, A Call To Action, Guide to the California Reading Initiative, No Child Left Behind, and Mathematics Task Force Report have guided district frameworks, which in turn provide Gettysburg with benchmarks and standards for each grade level. The standards and benchmarks cover English Language Arts, Mathematics, Science, Social Science, Physical Education, Health and Wellness, Technology, and Visual and Performing Arts.

English-Language Arts- All teachers articulate with other grade teams prior to the start of the school year. Information shared at this meeting then guides each grade level team in modifying its curriculum map for the coming year. Weekly ninety minute planning sessions, and biweekly staff meetings are used for further articulation and alignment during the school year.

In the area of ELA, teachers collaborate on the creation of thematic units integrating the state-adopted Houghton Mifflin Reading Series with supplemental resources and teaching strategies. The series is comprehensive and embodies all components of a balanced program. The program provides many support materials, which teachers are utilizing to address the specific needs of students, which includes EL, GATE, RSP, and ‘at-risk’ students. The series also includes a well-designed spiral review component, which addresses the articulation of concepts across grade levels. Teachers build upon the concepts taught at the previous grade level and identify areas of improvement school-wide. Many outside guest speakers such as police, firemen, environmentalists, and parents offer our students valuable insight to future career opportunities that enhance the curriculum with real world experiences.

Gettysburg has developed an elaborate, coordinated support system, which facilitates the successful provision of quality services to all students. At the core of student support is the Student Study Team (SST). This team ensures that students have equal access to core curriculum and have appropriate early intervention and modification strategies as deemed appropriate in the students Individual Education Plan (IEP).

EL students qualify for services through CELDT. Instruction for EL students is prescribed by the classroom teacher and implemented jointly by the teacher and bilingual instructional assistant. Supplemental instructional services include, but are not limited to: ELD, instructional support in the student’s primary language, and Specially Designed Academic Instruction in English (SDAIE).

With 100% of our staff trained in SDAIE techniques, all teachers utilize hands on materials to bring the English language as well as the content curriculum to life for every student. Bilingual Instructional Assistants provide primary language support in Hmong, Punjabi, and Spanish. Native American students receive instructional help from a tutor twice a week.

Mathematics- Teachers introduce math lessons through whole class instruction and guided practice. Following assessments (benchmark, text, and teacher-made), and error analysis (spreadsheet which groups students according to missed problems-item analysis), teachers identify students requiring re-teaching and students who are ready for extension/challenge activities then groups them accordingly. With additional resources within our state adopted math series, teachers differentiate their instruction to meet all students’ needs. Teachers implement math centers, spiral sequencing of math skills through five-a-day, Mountain Math, error analysis, sorting, graphing, “guesstimation”, and utilize parent assistance on math facts for reinforcement and application of math skills.

Science, Social Science, Physical Education, Technology, Performing Arts - In other core curriculum areas, the emphasis is placed on experiential, hands-on, and critical thinking skills. Students access Science and Social Science curriculum through materials such as State adopted texts, Project AIMS, labs, literature, guest speakers, biographies, assemblies, technology, and field trips. Sixth grade students learn first hand about science at the Regional Learning Center (RLC) in Sonora during a three-

day field trip that includes nature hikes, star gazing, raptor exhibit, and a survival unit. Living history days at Grades 4-6 as well as curriculum-based culminating field trips have allowed students to experience historical concepts in real life situations. P.E. basic skills are taught throughout the year and fitness is formally assessed each spring. Students have the opportunity to be involved in instrumental music, chorus, oral interpretation, and drama. Classrooms attend regular training sessions in the Library Media Center for instruction and project oriented technology. Students work during and beyond school hours on the Internet, CD-ROM, and the PowerPoint program with the assistance of library and teaching staff, as well as parent volunteers.

2a. Reading Curriculum: “What’s the most important thing we do at Gettysburg?” Ask any student or staff member on the Gettysburg campus and the resounding response is: “Learn to Read!” Gettysburg is dedicated to providing students with a strong foundation which promotes a lifetime of learning by learning to read and reading to learn. The Houghton Mifflin reading series is taught K-6. The anthologies are augmented by core literature and specific non-fiction materials, enabling teachers to delve purposefully and ensure deep alignment of standards. Equally, Science and Social Science are integrated into the language arts instruction allowing for greater exposure to their content while reinforcing specific reading strategies. All teachers have access to supplemental materials in their adopted reading textbook for differentiation of instruction for all student groups including special education, GATE, EL, and students not yet proficient.

Pre-assessments provide data identifying students who are not yet proficient. Differentiated instruction in the classroom allows teachers to teach at the instructional level of each individual in ELA and Math. Bloom’s taxonomy’s level of questioning is incorporated into class discussions, assignments, and teacher-made tests to assess reasoning and critical thinking skills. Homework provides skills practice and serves as an extension for the standards that are taught in the classroom. For ELA, teachers employ various strategies to meet student needs such as literacy groups, graphic organizers, error analysis (students correct missed items and are re-taught the concepts not grasped), multi-modality instruction, think-aloud, modeling, leveled reading groups, shared, interactive and independent writing, peer editing/sharing, book buddies, and parent assistance (sight words, spelling words, small group re-teaching, and homework review and correcting). Grades 1-3 teachers recommend students for additional individual instruction to our Community of Readers program, in which students read with trained community volunteers.

Additionally, Accelerated Reader (AR) is a school-wide reading enrichment program which, through the visionary oversight of Gettysburg’s Library Media Technician, has embellished Gettysburg’s reading program. Students read books at their appropriate instructional level and then take a comprehension test. A highly engaging incentive program reinforces students’ progress as they earn points for each book they read. On any given day one can find intrinsically motivated students reading before school, while walking in line to the cafeteria and after school. AR has opened a whole new world of reading by motivating and challenging students at every reading level. Even our Special Education students eagerly read to attain the prestigious Reading Medallion.

3. Other Curriculum: Mathematics: Strengths of Gettysburg’s mathematics program include use of manipulatives, real-world lessons, math journals, problems of the week, and problem solving strategies. Teachers integrate mathematics through the core curriculum by computing data and interpreting graphs and charts in other curricular areas. Participation in CUSD’s Math Connections Workshops, has provided teachers with the opportunity to collaborate and develop innovative math units aligned with state standards and *California Mathematics*, the state adopted Scott Foresman text. A variety of instructional program/materials are used including Project Aims, Touch Math, *ADD Math*, *Math Steps*, Accelerated Math, and replacement units. A focus has been towards math facts mastery through Gettysburg’s Math Whiz and Fantastic Four Math clubs. Students are encouraged to learn math families and are tested weekly to monitor mastery. The program has been very effective in attaining mastery of basic math skills.

This in turn assists with development and mastery of higher level mathematics standards.

4. Instructional Methods: Gettysburg’s goal is to maximize the educational opportunity and achievement of all students by practicing exemplary instructional strategies and developing powerful learning experiences in all subject areas. Core curriculum areas of English-Language Arts, Mathematics, Science, Social Science, Technology, P.E., and Visual and Performing Arts reflect *Gettysburg’s Grade Level Standards* as they align with the State Frameworks and Standards. Integration of these content areas allows teachers to use a comprehensive approach as they focus on development and improvement of language arts and math skills. A wide variety of techniques, methods, and strategies, such as “think alouds”, hands-on activities, collaborative projects, and flexible grouping give teachers the means to meet student needs. Teachers also strike a healthy balance between independent, teacher-directed, and group projects. By differentiating instruction, teachers are able to tailor the child’s education to his or her instructional level. Whether the child is below grade level or at the top of the class we hold true to *No Child Left Behind!*

Gettysburg believes teacher knowledge drives decision-making for productive learning environments and increased student achievement. Teachers take the responsibility in designing instructional experiences to meet all learners’ needs. Teachers use a backward design approach to create rigorous, powerful units of study. This enables them to first identify the standard, and then construct a lesson focused on student mastery. Teacher’s questioning strategies utilize Bloom’s Taxonomy, teach to a variety of modalities, and employ open-ended techniques that integrate critical thinking skills. Furthermore, they use flexible scheduling, team teaching, and grouping strategies to meet the needs of all students. The result is students are purposefully engaged in rigorous coursework and continuously making and deepening connections based on these instructional experiences. Demonstration of student knowledge occurs and is monitored for growth through a wide variety of programs including: Accelerated Reader, Math Clubs, After School Intervention, Migrant Program, Computer Lab, Multi-Cultural activities, Learning Centers, Leveled Reading Groups, History Day and Science Fair projects, Oral Interpretation, Reports, Poster Making, Essays, and Audio/Video Presentations. Through ongoing diagnosis and observation of student learning behaviors, teachers are empowered to make informed decisions about instruction.

5. Professional Development: Staff development needs at Gettysburg are determined by analysis of student achievement data and teacher recommendation submitted annually through needs assessment. Professional development programs are selected based on their alignment with the state standards and adopted instructional materials, and sound research-based foundations.

Professional development at Gettysburg is focused on three areas: 1) Edusoft data analysis that focuses on teacher evaluation, diagnosis, prescription and differentiating instruction for all students, which ensures progress toward achievement of state standards, 2) ELA and math instructional strategies focusing on best practices of differentiating instruction, and 3) writing in grades 2-6.

Realizing the importance of sustained staff development, particularly in the areas of ELA and Math, all Gettysburg teachers and staff in partnership with the district staff development department, have participated in numerous training opportunities. Using AB466 guidelines, CUSD worked closely with Houghton Mifflin representatives, CUSD teachers on special assignment, and classroom “experts” to organize workshops to develop a deep understanding of the ELA standards. Special emphasis has been placed on the differentiated instruction and meeting the needs of EL students.

Teachers use resources to develop lessons that focus instruction toward achieving student mastery of standards. “Unpacking the standards” also included an analysis of how to incorporate these standards into daily lessons through the use of our state adopted texts which are aligned with standards and how the use of assessment of these lessons provide an item analysis for diagnosis and intervention.

By aligning our staff development resources and programs, student achievement has continued to grow as evidenced by our increased reading and math scores on the 2005 and 2006 STAR test.

Gettysburg moved from a score of 855 to an API score of 891, an increase of 36 points.

With our emphasis on State Standards, educational research, data analysis using technology, and identified instructional needs, a comprehensive improvement process has had a major impact and is ongoing. Regularly scheduled staff development meetings include teachers, administrators, classified employees, and resource staff to ensure ongoing alignment, articulation, collaboration, and school improvement. These include weekly grade level planning meetings, bi-monthly staff meetings, monthly leadership meetings with administration, and continuing professional development opportunities. Gettysburg is extremely proud to report that 100% of our certificated staff has met the NCLB requirement for highly qualified teachers. Also, 100% of our teaching staff has met specific state requirements to work with EL students.

PART VII – ASSESSMENT RESULTS

CALIFORNIA STANDARDS TEST

ENGLISH-LANGUAGE ARTS

DATA DISPLAY TABLE

SCHOOL SUMMARY

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	73%	68%	65%
% Advanced	38%	34%	30%
Number of students tested	514	504	507
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	42%	29%	21%
% Advanced	14%	4%	0%
Number of students tested	64	51	48
Hispanic			
% Proficient and Advanced	67%	53%	50%
% Advanced	28%	27%	24%
Number of students tested	137	129	121
Socioeconomically Disadvantaged			
% Proficient and Advanced	53%	45%	46%
% Advanced	22%	15%	19%
Number of students tested	199	184	168

CALIFORNIA STANDARDS TEST

ENGLISH/LANGUAGE ARTS

DATA DISPLAY TABLE

GRADE 2

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	78%	70%	70%
% Advanced	37%	30%	37%
Number of students tested	103	89	89
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	60%	38%	31%
% Advanced	27%	13%	0%
Number of students tested	15	8	13
Hispanic			
% Proficient and Advanced	76%	52%	57%
% Advanced	24%	19%	21%
Number of students tested	29	21	14
Socioeconomically Disadvantaged			
% Proficient and Advanced	55%	34%	54%
% Advanced	20%	4%	23%
Number of students tested	40	27	35

CALIFORNIA STANDARDS TEST

ENGLISH/LANGUAGE ARTS

DATA DISPLAY TABLE

GRADE 3

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	66%	50%	52%
% Advanced	29%	22%	17%
Number of students tested	101	92	101
Percent of total students tested	99%	100%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	36%	18%	0
% Advanced	7%	0	0
Number of students tested	14	11	11
Hispanic			
% Proficient and Advanced	52%	24%	27%
% Advanced	20%	12%	10%
Number of students tested	25	17	30
Socioeconomically Disadvantaged			
% Proficient and Advanced	40%	26%	37%
% Advanced	14%	2%	13%
Number of students tested	42	41	38

CALIFORNIA STANDARDS TEST

ENGLISH/LANGUAGE ARTS

DATA DISPLAY TABLE

GRADE 4

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	75%	75%	70%
% Advanced	51%	42%	41%
Number of students tested	93	108	103
Percent of total students tested	100%	100%	98%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	57%	30%	14%
% Advanced	21%	6%	0%
Number of students tested	14	17	7
Hispanic			
% Proficient and Advanced	65%	67%	61%
% Advanced	30%	38%	36%
Number of students tested	20	34	28
Socioeconomically Disadvantaged			
% Proficient and Advanced	58%	59%	50%
% Advanced	34%	19%	32%
Number of students tested	38	48	34

CALIFORNIA STANDARDS TEST

ENGLISH/LANGUAGE ARTS

DATA DISPLAY TABLE

GRADE 5

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	73%	76%	72%
% Advanced	38%	34%	34%
Number of students tested	108	107	101
Percent of total students tested	100%	99%	100%
SUBGROUP SCORES			
Hispanic			
% Proficient and Advanced	76%	64%	62%
% Advanced	32%	25%	29%
Number of students tested	34	28	24
Economically Disadvantaged			
% Proficient and Advanced	55%	60%	50%
% Advanced	20%	23%	12%
Number of students tested	46	30	26

CALIFORNIA STANDARDS TEST

ENGLISH/LANGUAGE ARTS

DATA DISPLAY TABLE

GRADE 6

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	75%	66%	61%
% Advanced	36%	39%	23%
Number of students tested	109	108	113
Percent of total students tested	99%	100%	100%
SUBGROUP SCORES			
Hispanic			
% Proficient and Advanced	65%	45%	52%
% Advanced	34%	31%	24%
Number of students tested	29	29	25
Socioeconomically Disadvantaged			
% Proficient and Advanced	54%	47%	40%
% Advanced	21%	26%	14%
Number of students tested	33	38	35

CALIFORNIA STANDARDS TEST

MATHEMATICS

DATA DISPLAY TABLE

SCHOOL SUMMARY

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	79%	76%	71%
% Advanced	44%	46%	38%
Number of students tested	514	504	507
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	58%	53%	46%
% Advanced	22%	16%	6%
Number of students tested	64	51	48
Hispanic			
% Proficient and Advanced	73%	61%	58%
% Advanced	36%	37%	31%
Number of students tested	137	129	121
Socioeconomically Disadvantaged			
% Proficient and Advanced	66%	64%	57%
% Advanced	33%	30%	25%
Number of students tested	199	184	168

CALIFORNIA STANDARDS TEST

MATHEMATICS

DATA DISPLAY TABLE

GRADE 2

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	78%	74%	75%
% Advanced	46%	48%	48%
Number of students tested	103	89	89
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	67%	51%	46%
% Advanced	47%	13%	8%
Number of students tested	15	8	13
Hispanic			
% Proficient and Advanced	72%	47%	57%
% Advanced	34%	33%	36%
Number of students tested	29	21	14
Socioeconomically Disadvantaged			
% Proficient and Advanced	65%	56%	63%
% Advanced	35%	15%	29%
Number of students tested	40	27	35

CALIFORNIA STANDARDS TEST

MATHEMATICS

DATA DISPLAY TABLE

GRADE 3

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	79%	67%	67%
% Advanced	50%	38%	41%
Number of students tested	101	92	101
Percent of total students tested	99%	100%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	50%	45%	54%
% Advanced	7%	18%	9%
Number of students tested	14	11	11
Hispanic			
% Proficient and Advanced	64%	53%	50%
% Advanced	36%	24%	27%
Number of students tested	25	17	30
Socioeconomically Disadvantaged			
% Proficient and Advanced	57%	59%	60%
% Advanced	33%	22%	26%
Number of students tested	42	41	38

CALIFORNIA STANDARDS TEST

MATHEMATICS

DATA DISPLAY TABLE

GRADE 4

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	76%	78%	71%
% Advanced	48%	59%	40%
Number of students tested	93	108	103
Percent of total students tested	100%	100%	98%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	58%	59%	29%
% Advanced	29%	18%	0%
Number of students tested	14	17	7
Hispanic			
% Proficient and Advanced	60%	65%	57%
% Advanced	35%	56%	32%
Number of students tested	20	34	28
Socioeconomically Disadvantaged			
% Proficient and Advanced	69%	67%	53%
% Advanced	37%	46%	38%
Number of students tested	38	48	34

CALIFORNIA STANDARDS TEST

MATHEMATICS

DATA DISPLAY TABLE

GRADE 5

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	82%	85%	76%
% Advanced	51%	47%	36%
Number of students tested	108	107	101
Percent of total students tested	100%	99%	100%
SUBGROUP SCORES			
English Learner			
% Proficient and Advanced	63%	71%	54%
% Advanced	13%	14%	9%
Number of students tested	16	7	11
Hispanic			
% Proficient and Advanced	79%	75%	67%
% Advanced	44%	36%	38%
Number of students tested	34	28	24
Socioeconomically Disadvantaged			
% Proficient and Advanced	76%	77%	62%
% Advanced	33%	40%	12%
Number of students tested	46	30	26

CALIFORNIA STANDARDS TEST

MATHEMATICS

DATA DISPLAY TABLE

GRADE 6

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
SCHOOL SCORES			
% Proficient and Advanced	83%	73%	65%
% Advanced	28%	38%	27%
Number of students tested	109	108	113
Percent of total students tested	99%	100%	100%
SUBGROUP SCORES			
Hispanic			
% Proficient and Advanced	83%	59%	60%
% Advanced	28%	28%	24%
Number of students tested	29	29	25
Socioeconomically Disadvantaged			
% Proficient and Advanced	60%	60%	46%
% Advanced	24%	21%	17%
Number of students tested	33	38	35