

Annual Report
1998-1999 School Year

**MAE NESBIT
ELEMENTARY
SCHOOL**

Bill McClurg, *Principal*

**500 Biddulph Road
Belmont, CA 94002-2796
(650) 637-4860**

Staff, Parents and Students
Emphasizing Excellence

Belmont-Redwood Shores Elementary School District
November, 1999

Belmont-Redwood Shores Elementary School District
2960 Hallmark Drive,
Belmont, CA 94002
(650) 637-4800

1998-1999 Governing Board

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PREFACE

The Belmont-Redwood Shores School District Board of Trustees is proud to issue the **Annual Report for Nesbit School**. This report is designed to communicate to parents and the community the progress of our students and a description of the programs, activities, statistical and fiscal information for Nesbit School.

In 1998, the District developed a new Futures Plan that outlined a vision for the future of our schools. This Plan was developed through district-wide town hall meetings involving parents and staff. Our Futures Plan is based on our District's Vision statement.

VISION STATEMENT

Education is more than a direction or a destination; it is a process which recognizes, enhances, and celebrates individual accomplishments.

Belmont-Redwood Shores School District, in the breadth of its curricula and variety of its approaches to facilitate learning, provides an environment which nurtures and stimulates the intelligence, insight, and natural curiosity of all individuals.

Our learning community promotes and advances the intellectual, physical, social, and moral development of students in becoming responsible, contributing citizens. Students learn to work and live together constructively by respecting, honoring, and appreciating the uniqueness in themselves and others.

As we strive to implement our vision to provide a challenging and comprehensive educational program for our students, the foundation of our program is the Belmont-Redwood Shores School District Mission Statement.

MISSION STATEMENT

The mission of the Belmont-Redwood Shores School District is to promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens by:

- teaching basic academic skills and their application
- setting high academic standards that inspire students to excel and succeed
- providing a challenging, comprehensive and integrated curriculum that enhances critical and creative thinking
- developing adaptability, cooperation, honesty, respect and responsibility
- creating a safe and nurturing environment
- building alliances that foster shared responsibility among home, school and community
- valuing each child as a capable and unique individual

Nancy Gisko, President
1999-2000 Board of Trustees

Anne Campbell
Superintendent

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INTRODUCTION

California law requires that each school annually assess various school conditions, which have been organized into the following six categories:

- I. School Profile
- II. Instructional Program
- III. School Operations
- IV. School and Student Achievement
- V. Community and Financial Support
- VI. Planning for the Future

This Annual Report communicates the close cooperation between the home and school that is essential to promote the best learning environment for all children. The focus of the report is to provide you with information about our school, our resources, strengths and the areas in which we are continuing to develop.

We encourage you to read this Annual Report and share it with others. We sincerely hope this report makes you feel proud to have a student at this school. If you desire additional information, please feel free to visit or contact the school office.

Sincerely,
Bill McClurg, *Principal*
650/637-4860
bmclclurg@belmont.k12.ca.us

I. SCHOOL PROFILE

Mission and Goals

The intent of Nesbit School’s program is to provide the opportunity for developing the potential of our students. Our goals are:

- to prepare students for continuing their education at the next grade level
- to help each student develop their intellectual potential
- to guide children through their development of interpersonal skills while functioning in school groups
- to provide equal opportunity and access to all phases of the school experience

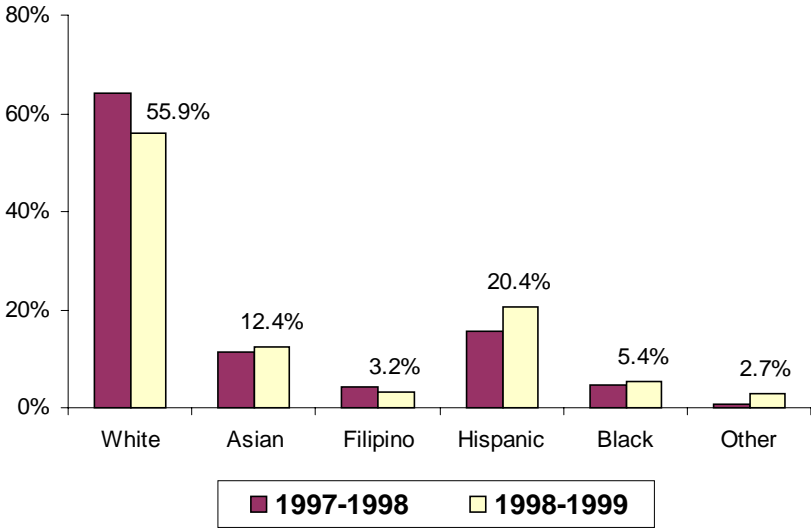
The School Community

Nesbit School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont-Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District.

The Nesbit School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Nesbit’s distinguished school recognition was reflected from all members of the school community.

Student Profile

The total enrollment is 372 students in 1998-1999; it was 449 in 1997-1998. The number of male and female students is approximately equal. The following chart shows the ethnic make-up of the school:



The percent of students receiving special instruction is noted below:

	1997-1998	1998-1999
• Limited English Proficiency	5.5%	6.70%
• Gifted & Talented	7%	2.2%
• Special Education	16%	12.9%

Staff Profile

The regular school staff consists of nineteen K through 5th grade classroom teachers, one Special Day class teacher, one Resource Specialist Program teacher, one school secretary, one library media specialist, five para educators who assist in classrooms, two custodians, and one principal. The support staff includes:

Band/String/Vocal/Music Teacher	2.5 days per week
English Language Development (ELD) Assistant	3 half days per wk
English Language Development (ELD) Teacher	1.0 day per week
Family Counselor	1.0 day per week
Gifted and Talented Education (GATE) Teacher	0.5 days per week
Inclusion Teacher	1.0 day per week
Psychologist	1.5 days per week
Reading Teacher	February to June
School Nurse (District Nurse)	(on call)
Science Teacher (4th and 5th Grade)	2.0 days per week
Speech & Language Specialist	2.5 days per week

II. INSTRUCTIONAL PROGRAM

The Learning Environment

School procedures and rules are described in the school handbook that is distributed to parents each September and in Nesbit's Expectations of Behavior. Students participate in various activities designed to create motivation and offer recognition such as:

Book-It, Red Ribbon Week, Speech and Spelling contests, field trips, Outdoor Education, D.A.R.E., winter and spring concerts, an annual 5th grade musical, and the Presidential Academic Fitness awards. Project Self Esteem is a program presented by teams of parent volunteers in grades K through 4.

Attendance

Absences are checked daily by phoning parents the first day a child is absent. Unexcused absences are monitored to observe long range trends. Promptness is encouraged in our students: parents are notified when children have been tardy several times.

For several years our attendance rate has ranged between 95% and 96%. The rate for 1998-1999 was 95.3%; for 1997-1998, the rate was 95.1%.

Students who accompany parents on trips during the school year continue their school assignments through independent study plans provided by the teacher to minimize the disruption of instruction.

Instructional Staff

School Site Leadership

Nesbit teachers have been recognized by the San Mateo County Kent awards for special achievement. Paul Ternullo, June Irhazy, Sally Burgess, and John DaBaldo have been recognized for their integrated activities in the arts. Gina O'Neal was cited for her exceptional work with inclusion students. Teachers also serve on district wide curriculum committees, as mentor teachers responsible for staff training, and as master teachers for college students.

Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Nesbit teachers have completed graduate work.

All substitutes used by Nesbit School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1 day of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

K - 3 classrooms have a maximum class size of 20 students. 4th through 5th grades are staffed at a ratio of 25.5 to 1. With rare exceptions, classes do not exceed 28 students in grades 4 and 5.

Through SIP funds, instructional assistants were provided for all classrooms. Further assistance is provided by parent volunteers in the classroom. They help with small group and individual instruction in various content areas.

Professional Development

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the “Futures” planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. Nesbit School’s teachers participate in one day of staff development before the students return to school. Three additional staff development days were conducted during the school year.

During these staff development days, teachers received training in:

- a. Reading/Language Arts
- b. Accountability & Assessment
- c. Curriculum Planning for the Year
- d. Curriculum and Instructional Practices

Individual staff members also participated in off-site workshops and training of their choice in order to keep abreast of educational research and increase knowledge and skill in curricular areas.

Evaluation of Staff

Formal evaluations are done at least once each year for new probationary staff and every other year for permanent staff.

Formal evaluations include an initial conference with the administrator, observations of the teacher in the classroom, and a final evaluation conference. Progress towards meeting District standards for teaching is monitored by both the teacher and the principal.

Curriculum and Instruction

Instructional Minutes

The total number of instructional minutes offered in the school year for each grade met or exceeded the state requirements for public schools in California.

Instructional Minutes Chart

<u>Grade</u>	<u>Nesbit</u>	<u>District Standard</u>	<u>State Requirements</u>
Kindergarten	37,800	36,000	36,000
Grades 1-3	51,240	51,225	50,400
Grades 4-5	54,530	54,530	54,000

The school held 12 minimum days. Ten of the minimum days, for parent conferences, were conducted at the end of the Fall and Spring Progress Report periods.

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Music
- Physical Education
- Health

Instruction and Support for Special Needs

“Pull-out” programs for students with specialized needs have been scheduled in order to provide an in-depth program for all students.

Support for special needs of students begins with Student Study Teams

who, meeting regularly, develop strategies to help students become more successful in school. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Development Program
- Gifted and Talented Education (GATE) Program
- Family Counselor services
- State SIP (School Improvement Program) funds
- Special Education programs
- School Psychologist services

Classroom Textbooks and Materials

The District has adopted the following textbooks in accordance with State standards.

- Mathland (K-6)
- Harcourt Brace “Signatures” for English/Language Arts
- Houghton Mifflin for History/Social Science
- Silver Burdett Music Series
- Full Option Science System (FOSS)

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds and with the help of the Parent Teacher Association. Additionally, the PTA gives money directly to teachers to use for classroom enrichment.

Every classroom at Nesbit School is equipped with a television and VCR. There are two scanners and two video cameras for the school. An electronic projection system is available from the District Office and from the middle school. There is a wide variety of software, encyclopedia and reference CD ROMs at the school site, including KidPix®, HyperStudio®, Student Writing Center®, ClarisWorks®, Microsoft Works®, and Microsoft Office®.

The school library contains over 6,760 books.

III. SCHOOL OPERATIONS

Facilities

Nesbit School has 23 classrooms: 18 classrooms are used for regular instruction, 2 house County programs for Orthopedically Handicapped children, and one is used for music. The other classroom(s) and 3 smaller rooms are used for Science, Instrumental and Choral Music and small group instruction in Reading, English Language Development, Speech and Language, and the Resource Specialist Program.

Every instructional space in our school, including the library, has Internet access and at least one computer with CD ROM. Most classrooms have multiple computers. We have 98 computers for student use, 68 of them with CD ROM.

In September 1998 every teacher in the District received a computer for both instruction and classroom management. Every staff member received mandated technology training. Every staff member was provided a telephone number and voice mailbox.

Safety

We have a plan for attending to civil defense emergencies, i.e., fire, earthquakes, and handling of toxic substances in the classroom. Drills are held on a regular basis for fire and earthquake safety.

IV. SCHOOL AND STUDENT ACHIEVEMENT

Program Effectiveness

Program effectiveness is evaluated at regular intervals and is conducted so that all members of Nesbit's community have a voice in the vision, direction, and process of our students' education.

Teachers and other school staff evaluate curriculum and site goals annually to ensure that students are working in a safe, nurturing environment and are able to succeed in social and academic settings. School Site Council reviews programs and objectives in the School Improvement Plan each spring. The principal reports to the Board of Education each year on the achievement of annual goals and objectives.

Program Quality Reviews are undertaken every four years and are conducted by a broad spectrum of staff, community, and outside consultants. Results of these evaluations are reported to the public in the Nesbit School Annual Report which is revised and published biannually. Evaluative activities and input are used to strengthen successful programs and to change ones that need improvement.

Our 1995 Program Quality Review stated:

“The overall program at Nesbit School is a broad-based academically oriented curriculum with clearly defined goals and objectives. There is a maximum use of time for instruction, and students are actively engaged in learning. Standards of behavior and achievement are evident. The Review team observed, throughout the school, students in a variety of settings which substantiated the school's focus on academic achievement with opportunities for application. The curriculum also provides experiences of success and competence in learning. The warmth and openness of the Nesbit staff contributes to a positive learning environment for children.”

In 1997, Nesbit was designated a California Distinguished School after a California Department of Education team visited our school to review and validate the school's programs and effectiveness.

Student Achievement

Standardized Tests

All students in grades 2-5 took a basic battery of tests using the Stanford Achievement Test 9. The results of this test can be used to compare our students with a national group of students. See Appendix C. for the latest results shown for each grade level.

Developmental Assessment

Information about a student's stage of development in several functional areas is reported. Developmental assessment is commonly done in the primary grades and is reported to parents during conference sessions scheduled periodically during the year.

Authentic Assessment

Tasks relevant to classroom learning are assigned to students with the results collected in a portfolio. Comparing progress from the first time a student performs the task to a sample done after many practices becomes the measure of achievement. Portfolios may be available in several subject areas in a student's classroom depending on the grade level of the student.

Performance Assessment

This method uses work samples of assignments students receive in the classroom to examine achievement. The work sample is compared to a set of guidelines and a set of performance standards that have been developed by teachers and students. In May, 1994, the District began to use the CTB Writing Assessment System to measure writing performance of fourth grade students. A six point scale was used to measure overall writing performance; a four point scale was used to measure content and vocabulary/grammar. The results for 1999 are shown in Appendix D.

Progress Reports

A narrative description of student progress in specified identified behaviors and skills was provided for grades K-2. This progress report focuses on both Social Responsibility and Intellectual Development. Grades for student achievement and effort, as well as narrative statements, were provided at 3rd grade. Letter grades for achievement and effort and comments on progress were given at grades 4 and 5. The Progress Report was provided to parents twice during the year in a conference format. A third report was sent home at the end of the year.

English Language Development Program

This program provides services for foreign students who need to learn English.

Student Performance

- 85% of Non-English Proficient (NEP) and Limited English Proficient (LEP) students receiving services in the English Language Development (ELD) Program during 1998-1999 made adequate growth in English Language acquisition as measured by testing and teacher observation. The goal is 75%.
- 78% of Fluent English Proficient (FEP) and Redesignated Fluent English Proficient (R-FEP) students were determined to be within the average range for language arts skills for their grade level as measured by teacher observation. The goal is 75%.
- 79% of FEP and R-FEP students in grades 4-5 maintained a C average in their core curriculum classes as measured by report cards and teacher observation. The goal is 75%.
- 100% of NEP, LEP, FEP, and R-FEP students receiving Special Education services made acceptable progress in attaining their IEP goals.

Program Effectiveness

- The District has an 21% redesignation rate for students in the ELD Program over the past three years. The goal is 20%.
- Seven new district teachers were hired for the 1998-1999 school year who possessed certification for second language instruction. Ten other district teachers were in the process of gaining this certification. There was a total of twenty-seven district teachers with certification for second language instruction.

V. COMMUNITY AND FINANCIAL SUPPORT

Community Involvement

Number of volunteer hours: 11,243

Faculty/Community Organizations and Programs:

- Parent Teacher Association (PTA)
- School Site Council (SSC) meetings.
- “Adopt-a-Class”
- Family counseling

Communications:

- Monthly newsletter: “Nesbit Scoop”
- Room mothers
- Wednesday fliers
- School web site: www.belmont.gov/educ/nesbit/

Parental Involvement:

- Adopt-a-Class
- Book Fair
- Child Safety
- Classroom field trips (chaperones)
- Classroom Helpers
- Classroom supplies
- Computer education
- Discovery Day
- 5th grade graduation party
- Fund Run
- Holiday Craft Fair
- Homework Club
- Hot Lunch Program
- Library Volunteers
- Monetary gifts
- Parent education
- Project Self Esteem
- Pumpkin Patch
- Red Ribbon Week
- SCRIP fund raiser

Other Local Community Agencies

- Belmont Public Library
- Belmont Rotary
- San Mateo County Arts Council
- Peninsula Humane Society
- Belmont Police Department
- South County Fire Dept.
- “Small World” (child care)
- Kollage Community Art School

Financial Information

The Belmont-Redwood Shores School District had an operating budget of just over \$14.5 million in 1998-1999. It was just under \$12.5 million in 1997-98.

Revenue Sources

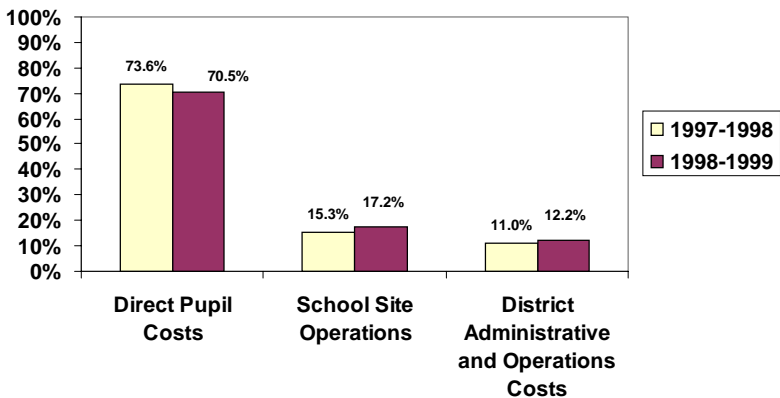
The District is a Basic Aid District, thus our largest source of revenue is from local property taxes.

	1998-1999	1997-1998
• Revenue Limit Sources (property taxes)	\$10,402,326	\$8,984,780
• Federal Revenues	\$169,873	\$138,749
• State Revenues	\$2,869,294	\$2,401,979
• Local Revenues	\$669,983	\$527,827

Breakdown of Per Pupil Costs

Our per pupil costs were **\$5756** for 1998-1999 and \$5,216 for 1997-1998. These costs are illustrated in the chart below as a percentage of the total budget. Three general areas are described in the chart:

- Direct pupil costs include salaries, books, supplies and equipment for the classroom (\$4059 per student);
- School site maintenance and operation costs (\$992); and
- Prorated district administrative costs include technology, instructional support, and retiree benefits (\$704).



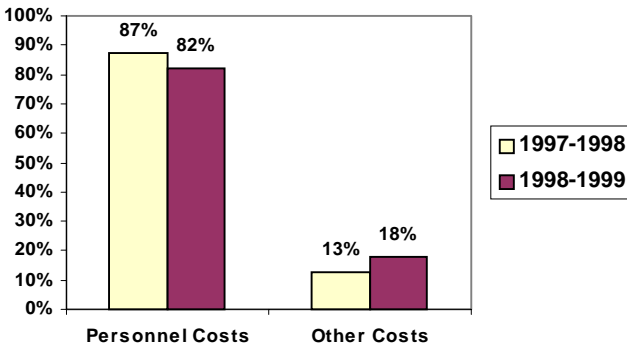
Breakdown of Personnel and Other Costs

The District expenses can be broken down into personnel and other costs:

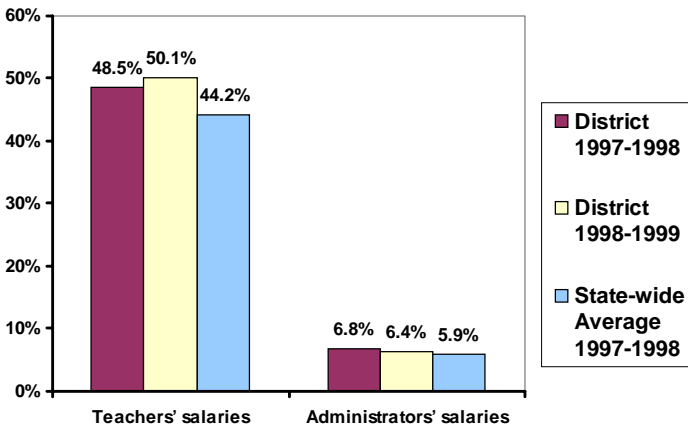
- Personnel costs: teachers, administrators, maintenance workers and custodians, clerical support and classroom assistants.
- Other costs: books, in-service training, instructional and other supplies, equipment, utilities, repairs and transportation.

The District expenses for personnel costs in relation to the total budget are shown in the chart below:

Salary Comparisons



The District salaries for teachers and administrators as a percentage of the total District budget are compared in the chart below to the statewide average percentage for districts of similar size to ours:



Dollar amounts for specific positions in the District are compared to the 1997-1998 statewide average below.

	State Average 1997-1998	District 1997-1998 1998-1999	
Beginning Teacher's			
Salary	\$29,028	\$34,566	\$35,119
Daily Rate	\$157	\$187	\$187
Midrange Teacher's			
Salary	\$44,874	\$50,466	\$51,273
Daily Rate	\$245	\$276	\$276
Highest Teacher's			
Salary	\$54,342	\$62,553	\$63,448
Daily Rate	\$297	\$342	\$341
School Site Principal's			
Salary	\$68,757	\$74,537	\$79,017
Daily Rate	\$334	\$362	\$384
District Superintendent's			
Salary	\$90,654	\$90,000	\$99,000
Daily Rate	\$407	\$404	\$444

VI. PLANNING FOR THE FUTURE

Summary of Needs

Within the next few years Nesbit sees a need for:

- Continuing to develop expertise among teaching staff in technology and other curricular areas.
- Examining student achievement to determine specific areas for improvement in reading, writing, and mathematics.
- Addressing early literacy by providing interventions for primary students who are having difficulty learning to read.
- Continuing the implementation of our Conflict Resolution program.
- Renovating our playgrounds, including adding new play equipment.

Recommendations for Improvement

- Use Program Quality Review (PQR) process to look at student work in language arts, especially writing, to provide direction for school wide improvement.
- Explore the possibility of before/after school assistance for students who are experiencing academic difficulty.
- Provide opportunities and resources for staff members to become curriculum and technology experts, mentors, and leaders at our school.
- Complete work of Playground Design Committee so that all improvements to playground can be finished by September, 1999.
- Train new staff members, including yard duty personnel, in using Conflict Resolution to help students resolve problems.

APPENDIX A. RESOURCES FOR PARENTS

Parent education presentations will continue through staff and Parent Teacher Association activities. The relationship with Family and Community Enrichment Services, Inc. to provide family counseling for Nesbit families will continue. Communication with parents through a handbook, flyers, newsletters and the school web site will be maintained. Parents are encouraged to visit classrooms, attend assemblies, participate in PTA and fill volunteer positions in order to be involved in the Nesbit School Family.

Additional resources available for parents include:

Alateen (& Al-Anon) Mid Peninsula Information 650/592-7935

720 El Camino Real, Belmont, CA 94002

Call for dates and times. Support group for teenage children of alcoholics. Drop-ins welcome.

Catholic Charities 650/579-0277

600 Columbia Drive, San Mateo, CA.

Child Care Coordinating Council 650/696-8787

1838 El Camino Real, Burlingame, CA

Children's Protective Services 650/595-7922

400 Harbor Blvd., Belmont, CA

Family and Community Enrichment Services, Inc. 650/591-9623

210 Industrial Way, Belmont, CA 94402

Serves Belmont area with individual and family counseling services.

Family Stress Service of San Mateo County 650/368-6655

1860 El Camino Real, Burlingame, CA

Offers 24-hour hotline, crisis intervention, drop-in and outreach services for families and individuals within families experiencing violent abuse, communication problems, and difficulties with parent/child relationships.

Grandparents Raising Grandchildren 650/342-5216

Peninsula YMCA, 1710 S. Amphlett Blvd. #216
San Mateo, CA 94403

Family support for grandparents and their grandchildren
(ages 5-13).

Jewish Family and Children's Services 650/591-8991

490 El Camino Real, Belmont, CA

Parental Stress Hotline 650/327-3333

24-hour hotline. Teenagers may also call.

Parents' Educational Resource Center 650/572-9161

1730 Amphlett Blvd., Suite 130 San Mateo, CA.

The Parents' Educational Resource Center (PERC) is a
nonprofit organization that helps parents who have children
with learning disabilities.

Peninsula Resource Center 650/696-1255

520 El Camino Real, San Mateo, CA

Mills-Peninsula Health Services Community Ed. 650/696-5400

1783 El Camino Real, Burlingame, CA

Mental health center has several drop-in groups, including
parent groups for grief and loss counseling and single
parenting.

Poison Control Center 1-800-876-4766; 1-800-972-3323 (TDD)

Suicide Prevention & Crisis Center 650/368-6655

1860 El Camino Real, Burlingame, CA

Teen Helpline/24 hour calls 1-800-877-7675; also 650/327-8336

Toughlove-San Mateo Parents Support Group 650/327-3333

Parent support group practicing the Toughlove Program.
Meets weekly. Contact school for specific details.

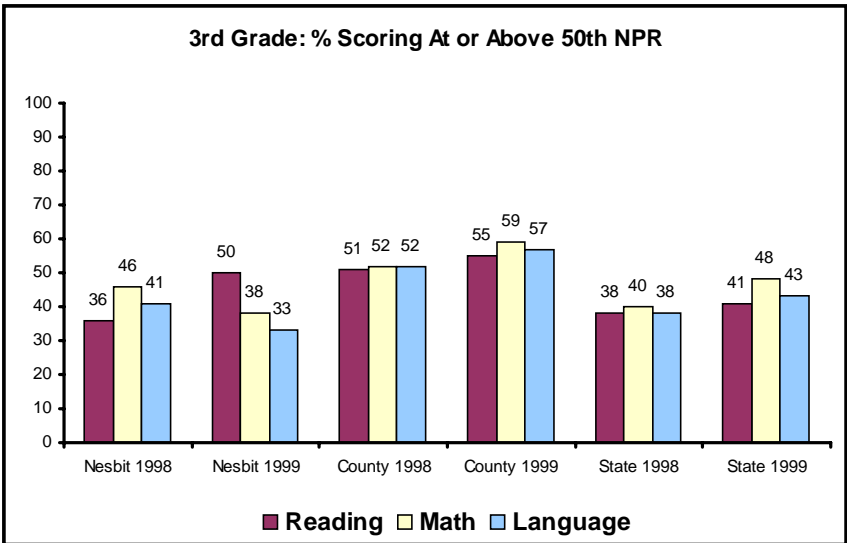
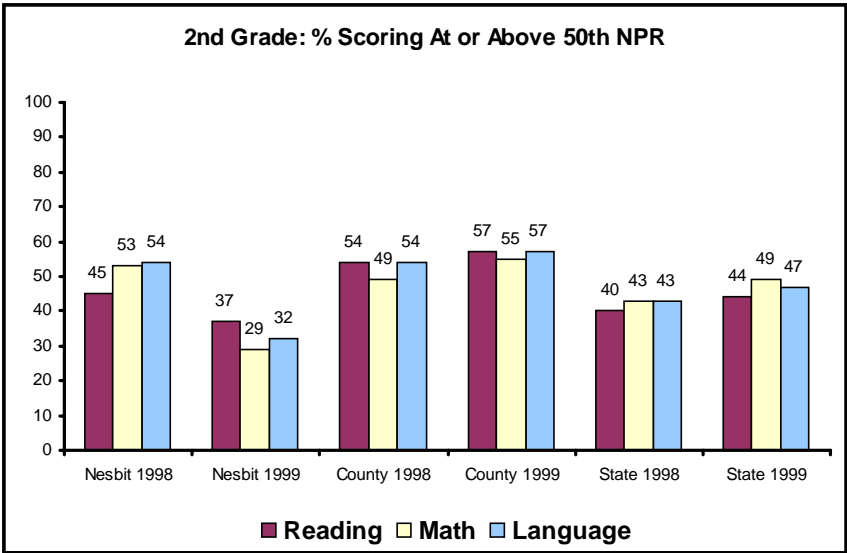
APPENDIX B. EDUCATION ABBREVIATIONS

ADA	Average Daily Attendance
BFA	Belmont Faculty Association
CBEDS	California Basic Education Data System
CBEST	California Basic Education Skills Test
CLAS	California Learning Assessment System
CSBA	California School Boards Association
CSEA	California School Employees Association
CTA	California Teachers Association
ELD	English Language Development
FTE	Full-Time Equivalent
GATE	Gifted and Talented Education
IEP	Individualized Education Program
LEP	Limited English Proficient
PTA	Parent Teacher Association
PQR	Program Quality Review
PL94-142	Public Law 94-142 Education for All Handicapped Children Act
RSP	Resource Specialist Program
SARC	School Accountability Report Card
SIP	School Improvement Program
SDC	Special Day Class
SDE	State Department of Education
SSC	School Site Council
STAR	Standardized Testing and Reporting

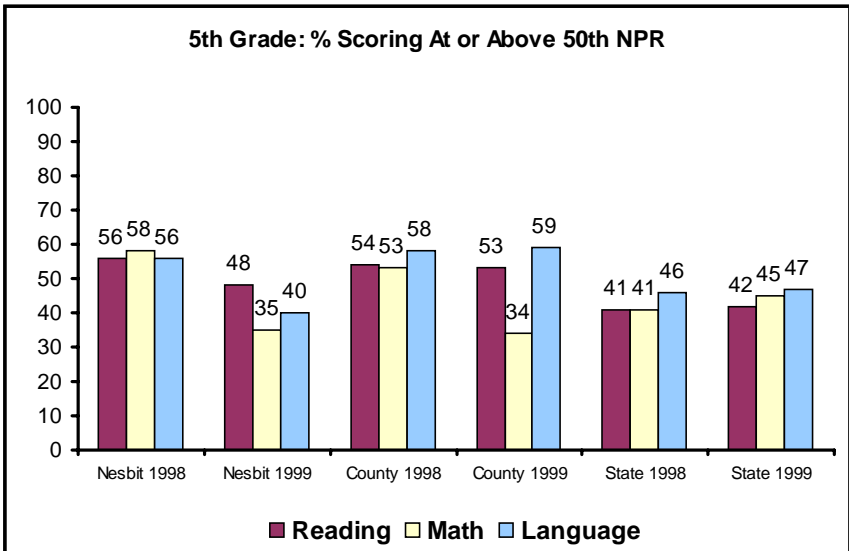
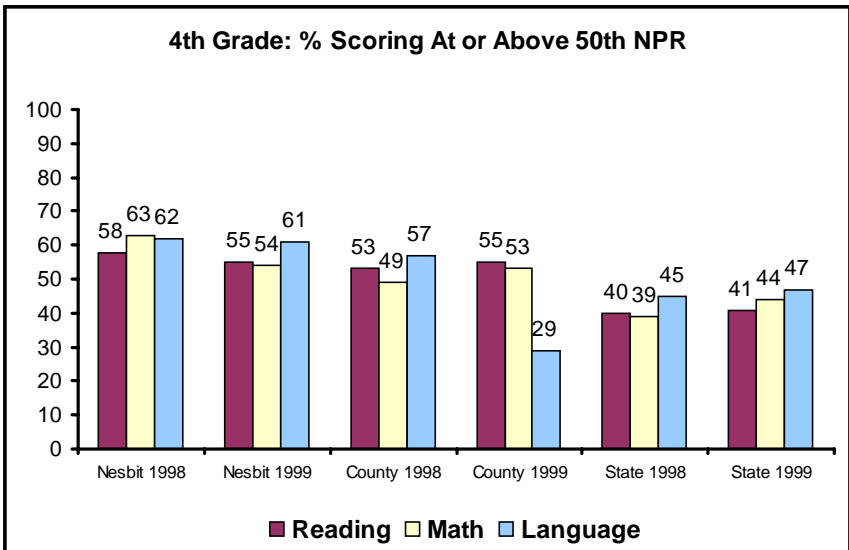
APPENDIX C. STAR REPORT SUMMARY CHARTS

Comparison by Area (School, County, State)

The number of students tested affects changes in test results. **Year-to-year variation is greater for small numbers of students than for large numbers of students**, so small changes at the state level are more likely to be "real" than are the same changes for schools or small districts.



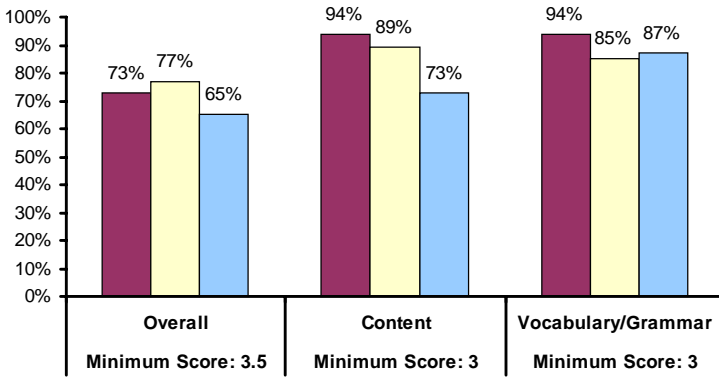
Comparison by Area (School, County, State)



APPENDIX D. CTB WRITING ASSESSMENT RESULTS

Results for different school years are based on scores of different student groups (classes). Results include scores of students enrolled in District for less than one year. These trends cannot be used to conclude the presence or absence of student growth from one year to the next. Students scoring below the minimum level are encouraged to attend summer school and/or are provided with an education plan to help them achieve the minimum level of proficiency.

% of 4th Graders Scoring At or Above Minimum Standard



■ 1999 ■ 1998 ■ 1997

CTB Writing Assessment: Overall

