

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

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

School Mailing Address 1830 Bonhill Drive
(If address is P.O. Box, also include street address.)

Folsom CA 95630-6107
City State Zip Code+4 (9 digits total)

County Sacramento State School Code Number* 34 67330 6118574

Telephone (916) 983-0120, ext. 150 Fax (916) 983-0399

Web site/URL www.edline.net/pagesEmpire_Oaks_ES E-mail sheilman@fcusd.org

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* Mr. Patrick Godwin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Folsom Cordova Unified School District Tel. (916) 355-1100 ext. 107

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Teresa Stanley
(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 _____

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 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: 20 Elementary schools
 4 Middle schools
 0 Junior high schools
 6 High schools
 2 Other

 32 TOTAL
2. District Per Pupil Expenditure: \$6438.00

 Average State Per Pupil Expenditure: \$7172.00

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. 6 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	9	2	11	7			
K	58	63	121	8			
1	76	63	139	9			
2	55	65	120	10			
3	48	52	100	11			
4	58	44	102	12			
5	44	57	101	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							694

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>66</u> | % White |
| <u>1</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>20</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 5 %

[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	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	643
(5)	Total transferred students in row (3) divided by total students in row (4)	5
(6)	Amount in row (5) multiplied by 100	5%

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

Number of languages represented: 17

Specify languages: Arabic, Cantonese, Chaozhou, English, Farsi, German, Hindi, Indonesian, Japanese, Korean, Mandarin, Oher Chinese, Pilipino, Polish, Punjabi, Russian, Spanish, Turkish, Ukrainian, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 20

10. Students receiving special education services: 11 %
42 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 23 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 18 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </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> 28 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 1 </u>
Paraprofessionals	<u> </u>	<u> 7 </u>
Support staff	<u> 5 </u>	<u> 16 </u>
Total number	<u> 36 </u>	<u> 26 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show the attendance patterns of teachers and students as a percentage. The fluctuation in teacher turnover rate is due to rapid growth, relocation, maternity leaves of absence and promotion to administrative positions.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	Unavailable	Unavailable
Daily teacher attendance	93 %	91 %	92 %	94 %	98 %
Teacher turnover rate	13 %	8 %	5 %	18 %	17 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Empire Oaks Elementary School, located in the historic city of Folsom, California, is nestled against the foothills of the Sierra Nevada where the homes of the Empire Ranch community surround the campus. Hazel McFarland Park is adjacent to the beautiful campus and serves as a wonderful area where families meet and children play after school. The diverse student population has grown each year, since the doors opened in August of 2001, to the present enrollment of 685. The surrounding neighborhood is populated with families who are eager to participate in the education of their children. The school reflects a culture of caring and a strong home-school connection. So popular is the school that during recent meetings to redraw school boundaries, families pleaded to stay in the Empire Oaks attendance area. As one parent stated, "The quality teachers and staff truly care about our children and families."

The campus is made up of seven well-designed buildings, which are situated on immaculately groomed grounds. The students are happy and engaged as you enter each classroom. Our dedicated teachers focus on enhancing academic rigor and relevance, while daily forming the necessary relationships to ensure success for every student. A sense of community radiates as students, staff, and parents move about doing daily tasks. Every adult on campus shares the philosophy that "all students are our students," which means that they are there to help every child succeed. Students take pride in their school. A transfer student recently commented, "I love Empire Oaks. It's really clean and safe. I feel good about coming here every day."

Our motto is "From Acorns, Mighty Oaks Grow." To this purpose a variety of programs can be found that develop our students academically, socially, and emotionally. We truly believe that effective learning takes place in a safe, comfortable, and risk-free environment. As stated in our vision; *"Empire Oaks Elementary School endeavors to provide an environment where 'educating children for the 21st century' is the top priority. Students participate in a standards based curriculum where they work together to build a community. Students learn to think critically, cooperate, and they develop into insightful, compassionate, and wise citizens who can thrive in today's environment. Technology is an educational tool integrating all subjects. Music and art enhance the development of the whole child. Students, parents, and teachers are united through strong social and emotional connections to academic growth and lifelong learning."* Our Best Practices philosophy of teaching expectations for academic and behavioral success prepares students to succeed. Through the Caring School Community program, students practice responsible behaviors by mentoring younger students. Participation in class meetings helps students learn to be responsible for their own behavior. They are taught problem solving and conflict resolution skills, which help to build self-esteem. As evidenced through the success of our fine arts curriculum, we have seen children blossom through participation. FAME (Fine Arts Mini Experience), chorus, Shakespeare Academy, and numerous classroom productions are available for students.

When the school opened in 2001 with 210 students, the staff set high expectations for student academic success (2002 API-883). Five years later, our scores continue to climb (2006 API-933) while our school population has increased dramatically to a total of 685 in 2006-07. This has been accomplished through excellent teaching, diligent students, and supportive parents working together with school and District leaders. We believe that all students can learn and we are willing to do what is necessary to see that our acorns do, indeed, grow into mighty oaks!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The Academic Performance Index (API) is a statewide accountability system for California public schools. It is a numeric score between 200 and 1000, which summarizes a school's academic performance and progress on statewide assessments in the areas of English Language Arts (ELA) and Mathematics. This score is compiled annually for individual schools throughout California. The state has set 800 as the score that schools should strive to meet or exceed. The growth target for a school at or above 800 is to remain at that level. "Actual growth" is the number of API points a school gained between its base and growth years.

California students in grades 2 through 11 are tested annually in various subject areas through the California Standardized Testing and Reporting (STAR) program. STAR includes the California Standards Tests (CST) and a norm-referenced test, the California Achievement Test, Sixth Edition (CAT/6). The CST tests English Language Arts and Mathematics in grades 2 through 11, Science in grades 5, 9, 10, and 11; and History Social Science in grades 8, 10, and 11. The CSTs show how well students are doing relative to the state content standards. Student scores are reported as performance levels, which are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Reading and mathematics results from the CAT/6 are reported as the percent of tested students scoring at or above the 50th percentile (the national average). In addition to the STAR, attendance rates are factored into determining a total API score. Additional information on the statewide testing program can be found at www.cde.ca.gov.

Any organization struggles to improve quality during periods of rapid growth. However, since Empire Oaks opened in 2001, enrollment has increased more than 300%, and our API scores have also significantly increased. Our plan of rigor, relevance, and evaluating the educational process has placed the school in the top 10 percent on state assessments. Schools statewide, with similar demographic characteristics, opportunities, and challenges, are ranked from a low of 1 to a high of 10 and the median API score is 904. In 2006, Empire Oaks attained an API score of 933, an increase of 17 points from 2005; our statewide ranking was 10. Over the last four years (2002-2006) the API has risen from 883 to 933. This indicates a growth of 50 points. This was attained with a statewide ranking of 10 each of these years.

Students continue to demonstrate high levels of achievement on the CAT/6, consistently scoring above the 50th percentile. In 2006, 80% of the students scored above the national average in Language and Spelling; 73% scored above average in Reading; 88% scored above average in Mathematics.

Student achievement continued to increase as measured by the CSTs. In 2006, 85% of students were at or above proficient in English Language Arts, and 87% were at or above proficient in Mathematics.

As recorded on our school API report, there is no significant achievement difference among subgroups school wide. Any disparities in achievement are specifically addressed through interventions and Student Study Team (SST) meetings. The Empire Oaks caring staff strives to maintain high standards and accountability.

2. **Using Assessment Results:** Along with CAT/6 and CST, Empire Oaks utilizes formal and informal assessment to determine daily instruction. Kindergarten begins with an Emergent Literacy Survey allowing teachers to begin to set individual and group goals. In the first and second grade, Individualized Reading Inventories allow teachers to determine placement in our Early/Late Reading Program. In addition, student assessment is repeated each trimester at all grade levels to evaluate and re-assign students as they continue to grow and improve.

Multiple forms of assessment continue throughout the year in all subject areas. English Language Arts (ELA) theme and weekly skills tests, as adopted by the District, help to guide instruction and inform reteaching opportunities. Standards based 'focus walls' that change each week for ELA are utilized. Teachers use a District-adopted service, The Cruncher Solution (Cruncher), to compare and contrast student STAR and District benchmark test scores. Cruncher is used as a multiple measure tool to drive current and future instruction. New units of instruction are pre-tested to ensure that all students will continue to be challenged and given the opportunity to work with differentiated instruction. Student portfolios are created at the kindergarten level and follow each student, allowing teachers to monitor progress from one grade to the next.

In addition to the classroom teacher, individual student needs are met by specialists at Empire Oaks. An occupational therapist, speech and language pathologist, resource specialist teacher, and psychologist play a vital role in the Student Study Team (SST) and/or Individual Education Plan (IEP) process. Reasonable goals are developed that help to ensure student success.

Collaboration guides assessment at Empire Oaks. Student and teacher developed rubrics, assessment grids, District benchmark tests, weekly theme skills tests, learning contracts, and summative tests are discussed at grade level collaboration meetings each week. From these meetings, schoolwide intervention programs are developed driven by the specific needs of the students.

3. **Communicating Assessment Results:** Communication of student academic and social performance between all stakeholders including parents, teachers, students and the community is something in which we take pride at Empire Oaks. From our "Welcome to Kindergarten Program," to the 5th Grade Completion Ceremony, the teachers and administrators at Empire Oaks are constantly communicating results.

Our "Monday Morning Message" from the principal and the student council president over the loudspeaker, begins everyone's week with a positive behavioral challenge. Communication continues as teachers individualize and personalize websites, send newsletters, and email parents daily regarding student progress. Agendas are used daily to communicate assigned homework, which parents are required to sign, acknowledging the communication. Most importantly, all teachers understand the need for formal and informal conferences with parents to evaluate individual goals and create bridges for success. In addition, Gifted and Talented Education (GATE) conferences are held twice a year to meet differentiated needs.

Empire Oaks has an excellent, well-developed website. It includes a weekly calendar, a message from the school principal, links to educational websites, and information about school activities, and student assessment (School Accountability Report Card/SARC).

Student success is celebrated with parents in our community with Principal's List, Honor Roll and Friday Spirit Awards. This fall, during the California Distinguished School Flag raising ceremony, parents, students, neighbors, school district officials, and representatives from the city

and state were in attendance. Numerous articles have been written by local and regional newspapers, applauding teacher and student performance.

Strong communication has greatly contributed to the tremendous growth in both population and student success. At Empire Oaks, we consider our families and our community “partners” with whom we communicate daily.

4. Sharing Success: Empire Oaks staff shares many innovative practices throughout the District and enjoys a broad based, collaborative relationship with other schools. Through the Beginning Teacher Support and Assessment (BTSA) program, new teachers are mentored on site by support providers modeling teaching excellence. Our on site reading and math coaches participate in District level staff development days. Coaches target techniques and instruct school staff on a monthly basis. Time is provided at GATE Advisory Committee meetings for teachers to share Best Practices with staff members and parents from other schools. District Curriculum Advisory Council (CAC) meetings for math and language arts are held six times each year where time is provided for teacher reps to share successes. Three of our educators are National Board Certified teachers who have effectively videotaped Best Practice instruction. One of these videotapes is currently being used as a teaching tool by the District GATE coordinator.

At our site, educators host numerous staff development opportunities across the curriculum for teachers from other sites in the District. Examples include: Accelerated Reader, Houghton Mifflin (HM) Language Arts, Differentiation, Teaching Little Children (TLC) Art in the Classroom, GATE, Scott Foresman Math, and on-going technology enrichment. Individual teachers invite colleagues to observe current educational models in their classrooms.

Members of our staff have provided inservice training at the District and county level. Some examples are: AB466 training, an intensive math curriculum for schools involved in the School Assistance Intervention Team, (SAIT), Reading Groups in Kindergarten (for parents), I-BYTE (technical training funded through INTEL), Math Cadre, the statewide Algebra Forum, the Congressional Arts Committee, and the New Teacher Curriculum Inservice are further examples of our faculty involvement.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Empire Oaks offers all students standards based, state approved curriculum in all areas of study including ELA, math, science, social studies, visual and performing arts, physical education, and health education. Computer instruction is provided for our students, which allows growth with comprehension and work skills at individualized levels.

Our adopted ELA program emphasizes the California State Standards in the areas of word analysis, fluency, systematic vocabulary development, reading comprehension, and literary response. It also includes writing strategies and applications, listening and speaking skills, and support materials, such as a reteaching and Universal Access (UA) components.

The state approved math series offers standards in the concept of measurement, number sense, algebra, statistics, geometry, and probability for all grade levels. Reteaching, homework, and extension pages accompany each lesson and are used for differentiation, as well as whole class assignments. The use of manipulatives, calculators, computer programs, and math centers further the value of each lesson. Teachers set up individualized student accounts with *onlineintervention.com*, which is part of our math curriculum.

The state approved science curriculum is augmented by field trips. Our school has Full Option Science System kits (FOSS, Lawrence Hall of Science) available at every grade level to use as an enhancement to the texts. Investigation labs are part of the science curriculum. Earth Day celebrations exhibit an appreciation for the knowledge the students have acquired.

The state approved social studies curriculum comes alive with a variety of classroom projects such as building colonial villages, researching and depicting historical figures, participating in the 'Age of Sail' in San Francisco Bay, presenting explorer reports, visiting Coloma Gold Discovery Site, and the Sonoma Mission, and our State Capitol. The current events magazine, *Time for Kids*, is studied weekly as a way to keep our students apprised of news happening around us. We participate in the Junior Achievement Program, which correlates to the State Standards in the social studies curriculum.

The visual and performing arts program is an integral part of Empire Oaks. Credentialed music teachers travel to our campus to teach standards based music. We have an after school chorus, drama, and Acorn Adventures enrichment program.

Our physical education program offers all students standards based curriculum taught by credentialed teachers. Students are engaged in activities that incorporate social, as well as, physical fitness development. Lessons focus on skill development through cooperative learning, movement education, and a positive and safe environment for all students.

Empire Oaks provides differentiated instruction based on the current needs of the student population. English Language Learners (ELL) represent 8% of our student population. These students receive special accommodations from our established curriculum. Designated GATE students represent 19% of the student population in grades 3 through 5. All teachers with GATE students have received GATE training. Resource Specialist Program (RSP) students represent 4% of our population and receive supplemental curriculum selected through consultation with the regular classroom teachers. The RSP teacher uses additional research based programs to accompany textbooks. Some special needs students participate in a full inclusion program.

All students are provided opportunities to meet rigorous standards. Teachers ensure that all students meet these expectations by providing effective, appropriate, instruction.

2a. Reading: Empire Oaks Elementary offers students a standards based, state approved reading curriculum. This reading curriculum was selected by members of the teaching staff who participated directly in the curriculum adoption process between the two state approved programs. Houghton Mifflin offers a balanced literature program, successfully meeting the needs of students in our demographic area. Several grade levels implemented the program on site and served as coaches when the series was adopted District wide.

Professionally trained teachers deliver comprehensive, systematic instruction that aligns with the California ELA Standards. Additionally, reading success is assured through instruction of oral language, phonemic awareness skills, decodable text, and trade literature. The reading program includes resources for Universal Access (UA), which fosters independent, confident readers and helps all students achieve grade level expectations. Teachers provide support to reinforce and extend classroom instruction to meet the needs of our entire population. High achieving and GATE students are challenged by differentiated reading instruction which elicits depth and complexity. English Language Learners are offered researched based authentic encounters with written texts that focus on meaning and communication.

Empire Oaks students are involved in a variety of reading enrichment activities. Lexia, STAR, and Accelerated Reader computer programs are offered to encourage growth with comprehension and word skills at individualized levels. Daily Oral Language and Mountain Language also enhance our curriculum. Enrichment activities include puppet shows, Folsom history presentations, book reports of various genres, group research projects, Folsom Library partnership, classroom musical plays, and a production by our Shakespeare Academy.

Multiple forms of assessment continue throughout the year. Reading theme and weekly skills tests guide instruction and inform reteaching opportunities. Teachers pretest new units of study to ensure that all students will continue to be challenged. Reading Intervention classes are provided to support at-risk students with a variety of instructional methods and materials.

3. Additional Curriculum Area: The Empire Oaks mission challenges the school to develop the whole child through the visual and performing arts. Choral and instrumental music, theatre, art, and visiting artists make these programs available to all children and connect the school with the community.

Credentialed faculty teach standards-based music. Fourth and fifth grade students have the opportunity to participate in the extracurricular honor band, orchestra or choir. Students perform in concert for the student body and the Folsom community. After school chorus is offered for second through fifth graders. These children participate in a District-wide performance, a winter and spring concert, and a Red Ribbon Week presentation.

Students, parents, and teachers are also united through the Fine Arts Mini Experience (FAME) program. Parent volunteers are trained to teach six lessons a year about famous artists and composers. Students then create a project around the artist that they have studied. The standards based program is augmented with the Crocker Museum's traveling "Art Ark" on campus, and visits to the museum itself. At the end of the year, students produce a portfolio and display their work in a school-wide art exhibition.

The school's theatre program includes various classroom plays in the primary grades, and the award-winning after school Shakespeare Academy for fourth and fifth grade students. The Academy provides students the opportunity to develop an understanding and respect for the works of William Shakespeare, and to link the school with the community through free public performances. The Academy has performed at the Sacramento Shakespeare Festival, received a U.S. Congressional Resolution, been recognized by the Arts and Business Council for

Excellence in Arts Management, performed at numerous fund raising events, and received several community grants. In the past few years, the Academy has performed before more than 7,000 audience members and involved more than 400 children.

4. Instructional Methods: Empire Oaks provides a stimulating hands-on environment that understands, appreciates, and builds upon our individual student needs. Students' readiness, interests, and learning profiles help guide teachers to adjust content, tailor process, and enhance success. Teachers utilize a myriad of instructional strategies which include direct, small, and peer based instruction. This framework consists of technology-based lessons, compacting, learning contracts, intervention and Early/Late reading groups. The Early/Late reading program provides an opportunity for teachers to group students in accordance with their learning needs. ELL students are given extra support with listening centers, vocabulary development activities, graphic organizers, realia, Total Physical Response (TPR), and small group instruction. Differentiated instruction such as Universal Access is embedded within our curriculum and customized to fit student needs. During UA time, teachers address the needs of ELL, below, on-level, and advanced students by presenting leveled reading selections that cover the reading focus. Teachers employ learning contracts as a way to differentiate instruction and foster student choice and ownership. In mathematics, compacting allows accelerated (GATE) and high achieving students the opportunity to engage in the process of critical thinking. Manipulatives, real life objects, and student-created discussion journals are utilized in mathematics, science, social science, and language arts to enhance classroom instruction. Intervention classes provide students with targeted instruction. Teachers supplement instructional methods by changing the format of a test, developing study guides, utilizing graphic organizers, and providing additional materials from our extensive school-wide curriculum resource room.

Empire Oaks teachers provide a stimulating hands-on environment which is strongly supported through our collaboration of Best Practices, innovative teaching ideas, original materials, and overall collegial support.

5. Professional Development: Empire Oaks teachers strive to maintain a high level of achievement for the students by tailoring professional development to student needs while increasing their own professional knowledge. Faculty members attend District training and teach subject and grade level inservice activities such as Differentiated Instruction, Primary Sources, and Effective Language Arts Centers for Kindergarten.

To increase student writing development, our teachers have attended Step Up to Writing, Six +1 Traits of Writing, Area Three Writing Project, as well as District sponsored writing instruction inservice activities. Students are meeting standards and are better prepared for standardized testing as teachers implement ideas from classes such as the Teaching American History Project, Fly Into Science (sponsored by Intel), California Reading Association Conference, California Social Studies Conference, California Association of Gifted (CAG) Conference, Intel Teach to the Future, Intercultural Harmony in Schools, Autism and Aspergers Spectrum, Classrooms in Action, Early Childhood Conference, American Sign Language in the Classroom, and The Museum of Tolerance diversity training. All staff has been trained to use Cruncher to better drive instruction through assessment.

As the District decides on adoption of new text series, many of our teachers pilot and attend district focus groups. Special instruction is then provided for coaches, who in turn, provide training for all staff. Collaboration fosters an involved, dedicated, and professional

approach to teaching. Students benefit from highly trained, highly motivated teachers connected to the curriculum through the selection process.

Several of our teachers are Beginning Teacher Support and Assessment (BTSA) providers. This provides an excellent opportunity for collaboration between new and veteran teachers. Three of our teachers are National Board Certified, another is a candidate, exemplifying dedication to their profession.

Our supportive staff, working within and across grade levels, encourages and supports one another to ensure the highest level of achievement for students at Empire Oaks, and to exemplify our motto “From Acorns, Mighty Oaks Grow”.

PART VII - ASSESSMENT RESULTS

Subject English/Language Arts
Grade 2

Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	90	76	77	72
% Advanced	59	36	37	45
Number of students tested	99	85	81	60
Percent of total students tested	99	99	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	87	75	71	70
% Advanced	60	32	30	42
Number of students tested	60	60	56	43
2. Asian				
% Proficient or Advanced	NA	87	NA	NA
% Advanced	NA	60	NA	NA
Number of students tested	NA	15	NA	NA

Subject English/Language Arts
Grade 3
Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	72	73	63	72
% Advanced	29	35	31	33
Number of students tested	100	91	75	61
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	63	75	71	71
% Advanced	25	35	34	24
Number of students tested	68	60	53	45
2. Asian				
% Proficient or Advanced	NA	91	NA	NA
% Advanced	NA	55	NA	NA
Number of students tested	NA	11	NA	NA

Subject English/Language Arts
Grade 4

Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year

Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	92	83	76	88
% Advanced	61	53	38	48
Number of students tested	97	83	64	51
Percent of total students tested	100	100	99	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	90	86	69	86
% Advanced	58	56	33	35
Number of students tested	60	61	42	37
2. Asian				
% Proficient or Advanced	NA	100	NA	NA
% Advanced	NA	70	NA	NA
Number of students tested	NA	10	NA	NA

Subject English/Language Arts
Grade 5
Grade Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	85	88	78	68
% Advanced	52	51	45	25
Number of students tested	96	73	60	51
Percent of total students tested	100	100	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	84	83	74	64
% Advanced	54	44	39	18
Number of students tested	70	41	43	39
2. Asian				
% Proficient or Advanced	NA	90	NA	NA
% Advanced	NA	71	NA	NA
Number of students tested	NA	21	NA	NA

Subject Mathematics
Grade 2
Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	88	87	79	82
% Advanced	61	58	52	62
Number of students tested	99	86	82	60
Percent of total students tested	100	99	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	87	85	80	79
% Advanced	54	52	50	56
Number of students tested	61	60	56	43
2. Asian				
% Proficient or Advanced	NA	93	NA	NA
% Advanced	NA	73	NA	NA
Number of students tested	NA	15	NA	NA

Subject Mathematics
Grade 3
Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	85	88	84	79
% Advanced	58	56	59	46
Number of students tested	100	91	75	61
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	83	90	83	71
% Advanced	49	55	60	33
Number of students tested	68	60	53	45
2. Asian				
% Proficient or Advanced	NA	91	NA	NA
% Advanced	NA	82	NA	NA
Number of students tested	NA	11	NA	NA

Subject Mathematics
Grade 4
Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	94	82	82	98
% Advanced	63	60	41	64
Number of students tested	97	83	65	50
Percent of total students tested	100	100	100	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	94	84	76	97
% Advanced	62	64	26	59
Number of students tested	60	61	42	37
2. Asian				
% Proficient or Advanced	NA	100	NA	NA
% Advanced	NA	70	NA	NA
Number of students tested	NA	10	NA	NA

Subject Mathematics
Grade 5
Test California Standardized Testing and Reporting Test (STAR)

Edition/Publication Year Same as Test Year
Publisher Educational Testing Service

Test Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Spring	Spring	Spring	Spring
SCHOOL SCORES				
% Proficient or Advanced	82	86	85	71
% Advanced	58	48	47	20
Number of students tested	96	73	60	51
Percent of total students tested	100	100	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. White				
% Proficient or Advanced	82	80	84	64
% Advanced	59	39	42	13
Number of students tested	70	41	43	39
2. Asian				
% Proficient or Advanced	NA	90	NA	NA
% Advanced	NA	71	NA	NA
Number of students tested	NA	21	NA	NA