

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

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

School Mailing Address 195 Encinal Avenue
(If address is P.O. Box, also include street address.)

Atherton CA 94207-3102
City State Zip Code+4 (9 digits total)

County: San Mateo State School Code Number* 41 68965 6044135

Telephone: (650) 326-5164 x200 Fax: (650) 327-0854

Web site/URL: www.mpcsd.org/Encinal.html E-mail: smarshall@mpcsd.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. Ken Ranella
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Menlo Park City School District Tel. (650) 321-7140

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 Ms. Terry Thygesen

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: 3 Elementary schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$10,695
 Average State Per Pupil Expenditure: \$7,127

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9			
2				10			
3	72	65	137	11			
4	55	69	124	12			
5	76	57	133	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							394

6. Racial/ethnic composition of the school: 79 % White
4 % Black or African American
7 % Hispanic or Latino
10 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100 % Total

7. Student turnover, or mobility rate, during the past year: 1 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	394
(5)	Total transferred students in row (3) divided by total students in row (4)	.010
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 6 %
24 Total Number Limited English Proficient
Number of languages represented: 6
Specify languages: Spanish, Portuguese, Hindi, Mandarin, French, Farsi

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 18

10. Students receiving special education services: **14 %**
55 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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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)	1	0
Classroom teachers	18	0
Special resource teachers/specialists	4	7
Paraprofessionals	0	8
Support staff	3	1
Total number	26	16

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 **22:1**
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	97%	97%	98%	98%	98%
Teacher turnover rate	8%	12%	15%	22%	11%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Encinal School provides a nurturing, safe environment to guide students from primary to higher levels of academic achievement and social development through a successful partnership with parents as well as support from the local community. We actively engage and challenge all students by establishing expectations to match the uniqueness of each individual. Encinal School builds a foundation for our students to be life-long learners through strong academic programs and a variety of enrichment opportunities.

Encinal School, located in the suburban Atherton community of California's Silicon Valley, serves 394 students in 3rd through 5th grades. With 26 full-time equivalent staff members, class sizes average twenty students in 3rd grade to twenty-four students in 4th and 5th grades. Classroom lessons are complemented by instruction with specialist teachers in the areas of art, library, physical education, band, strings instruments and vocal music. Aides support special education students, general education classrooms, and the science and technology labs. The garden serves as a focal point for the community and is integrated into academic lessons. The San Francisco Chronicle proclaimed "Encinal School's organic and butterfly garden on Middlefield Road in Atherton is a showcase for future generations of green thumbs."

All students engage in high-quality lessons aligned with the state and district standards. Students are prepared to continue learning at Hillview Middle School. With 82% of students advanced and proficient on the 2005 California Standards tests in Language Arts, Encinal teachers must provide not only a rigorous core academic program, but also challenging enrichment activities.

Numerous supports are in place for those students struggling to meet the California content standards. A fully credentialed Reading Support teacher is in place for students at all grades and her work with students focuses on both fluency and comprehension. Students qualifying for Special Education services receive speech, resources, and occupational therapy services, as indicated in their Individual Education Plans.

Encinal's school community of parents and teachers prove to be critical players in the day-to-day education of Encinal students. Parent volunteers are an integral part of the school, providing countless hours of daily support in reading, science, art, lunch-time intramurals, and through the hot food program. Community support through the Parent Teacher Organization (PTO) and the Menlo Park Atherton Education Foundation (MPAEF) is evident. In addition to hundreds of volunteer hours each week, PTO and MPAEF financially support music, library, science, parent education, ENTV (the student broadcast studio), and school-wide events such as The Million Page Challenge.

Supporting the personal growth that takes place between 3rd and 5th grades, student leadership is extensive. Annually, the student-body elects student leaders and grade level representatives. All students have the opportunity to volunteer for *citizenship* positions including flag responsibilities, office duty, and running the ball hut. Students enjoy participating in clubs, such as chorus, knitting, culture club, video production, mileage club and line dancing. Each student has the opportunity to work on ENTV during their 5th grade year. Students routinely hold fund-raisers to assist those in need.

Character education is a key focus to the school-wide program. *Character Counts!* assists students in making a connection between their actions and the impact on others. Students are recognized for their demonstrations of character and acknowledged school-wide for their unselfish displays of character.

Continual improvement of practice and understanding of current educational theory is paramount. Teachers and staff participate extensively in trainings on adopted curriculum programs and supplemental workshops to meet the needs of specific students or staff members. Extensive collaboration with grade-level teams supports the design of assessments and differentiated units, supporting the strong academic program.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Encinal students annually participate in California's statewide testing program. The STAR test is broken into two portions, the *California Standards Test (CST)* and *California Achievement Test, version 6 (CAT6)*. The CST is standards-based, testing students on the California state content standards in English-Language Arts and Math. Additionally, the 5th grade CST includes a science component. CST results are reported at five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

- Advanced: Exceeds grade level expectations
- Proficient: Meets grade level expectations
- Basic: Nearing grade level expectation; has the basic skills for the grade level expectations
- Below Basic: Does not meet the grade level expectations; has inadequate basic skills
- Far Below Basic: Far from meeting the grade level expectations; lacking the basic skills

While the CST is administered at all three of the grade levels represented at Encinal School, the scope of the CAT6 has been reduced by the California Department of Education (CDE) in recent years. This norm-referenced test was given at 3rd, 4th and 5th grades through 2004. Beginning in 2005, as directed by the CDE, only Encinal's 3rd grade students participate in the CAT6 components of the STAR test. Information related to California's testing program is available at star.cde.ca.gov.

Encinal's student performance on the CAT6 has improved over the past four years. In Reading, 3rd grade scores have climbed from the 76th percentile to the 82nd percentile. Similarly, language scores have risen from the 65th percentile to 79th, math from 72nd to 86th and spelling from the 71st to 78th percentile.

During the past four years, students have also demonstrated improvement on the CST. This level of accomplishment, with over 80% of students scoring Proficient and Advanced on both English-Language Arts and Math, is improved upon annually. At the same time as the number of students scoring at the upper performance levels has increased, a decline in the number of students scoring Below Basic and Far Below Basic has been established. For example, at 4th grade in English-Language Arts, the number of students scoring Advanced has improved from 46% to 64%. Concurrently, the percent of student scoring either Below Basic or Far Below Basic has declined from 11% to 3%, with no students scoring Far Below Basic in either 2005 or 2006.

When student scores are examined by gender, limited differences are found. While in a given year one gender may score higher than the other, a pattern has not been established over time. What is seen over the past four years is that students of both genders continue to improve their scores annually, with more students scoring Advanced and Proficient and fewer students of both genders scoring Below Basic and Far Below Basic.

Test data is available by student ethnicity when statistically significant subgroups are represented. White students represent 79% of Encinal's student population. In some years Asian and Hispanic students are also represented in a statistically significant manner (10 students or more at a grade level). With 80 to 100 percent of Asian and White students scoring Advanced and Proficient in all three areas of the CST, Asian and White students outperform their Hispanic peers. A significant percentage of Encinal's Hispanic students are English Learners (EL) and an even greater percentage are students having been at Encinal for fewer than 12 months prior to testing. For this reason and the small size of the subgroup, scores of Encinal's Hispanic students, as well as those other ethnicities not represented in the subgroups of Asian and White, are examined individually. This allows staff to follow the growth of the individual and ensure that each student is achieving academic success.

The other subgroups represented at Encinal are EL, Economically Disadvantaged (ED), and Students with Disabilities (SWD). ED and EL populations have only been represented in the 2006 school year. In prior years, there were not enough students at Encinal to constitute a significant subgroup. However, the SWD subgroup has been present during the two years this information has been available from CDE. During this time, between 58 and 80 percent of SWD have scored Advanced and Proficient on the CST.

2. Using Assessment Results: Use of the web-based student data management system, *School Plan*, allows for disaggregation of data by the principal. Prior to school starting, teachers participate in a day of analysis, reviewing data relevant to goals of the School Site Plan (SSP), and STAR and Education Research Bureau (ERB) writing scores for their grade level and exiting and incoming classes. With few students scoring below “Proficient,” review of student data is done at an individual level.

In the form of the SSP, the vision statement is translated into goals. Some reflect the needs of students who are proficient while other goals address students not yet proficient. Underlying all goals is that all students will meet or exceed state standards. Analysis of information for SWD and those in reading support is led by the RSP and reading support teachers. Additionally, Encinal participates in the district’s Remedial Education Study, evaluating programs including Basic math, Reading Support, and Homework Club.

Assessment results may cause a student to qualify for Reading Support or initiate a Student Study Team meeting. Alternatively, it may serve as further support that a student no longer requires direct support, but should be monitored. Beyond programs and services, the direction of the SSP determines the allocation of financial resources.

All students receive math instruction in homogenous math classes. Assignments are based upon result of STAR, SAMs, tests from state-approved math books, teacher created tests and observations. Four instructional levels are offered, from “Extended” to “Basic”. The level is an indicator of depth, breadth, and extension. Students in the Basic math class master key concepts, often with the use of manipulatives, while those in Extended classes experience abstract and critical thinking assignments related to standards.

Based upon assessment results, writing is the focus area for 2006. Staff created an implementation plan for two writing assessments. All students write to standards-aligned prompts. Teachers work with a consultant in the area of writing, attend workshops and identify resources. Teams created standards-based writing units, including pre and post assessments. Teachers base lesson design and student program participation on assessment results. As evidenced by API and ERB scores, this data examination and program improvement is effective.

3. Communicating Assessment Results: Families receive academic standards at Back to School Night, an event attended by over 95% of families. Classroom and math teachers provide monthly newsletters communicating concepts and reinforcement strategies. Teachers conference with all parents. The first conference day is used to meet with parents of students not yet proficient. Student samples and exemplars help communicate expectations. ERB and STAR scores are mailed at the start of each year, and mid-trimester reports indicate progress. At a fall “Coffee Talk” the principal shares school scores.

With a small number of students scoring below proficiency, the staff examines needs and design programs on an individual basis. Student Study Teams (SSTs) are held for all students scoring Below Basic or Far Below Basic. Teachers collaborate with parents to develop strategies for home support and home-school communication of progress. Students scoring below proficient are given every assistance possible to bring them to proficiency.

Students understand expectations based upon communication from the classroom teacher. Levels of proficiency and expectations on tests and assignments are communicated and previewed through sample products. Students are provided study guides, sample questions and references in student materials for unit exams.

Students score writing against grade level rubrics. In 5th grade students engage in rubric design, collaborative scoring of samples, individually scoring peer writing and scoring their own writing against rubrics. Students receive feedback regarding strengths and weaknesses of individual papers.

Teachers use report cards to communicate student achievement toward standards in all subject areas, including music, art and PE. The narrative section is used to inform students and parents of accomplishments and goals for the coming trimester.

Student performance, including STAR scores, is shared with the greater community. This information is included in the principal’s fall newsletters and is available on-line in the SARC report. Additionally, significant gains in test scores have been reported in the local newspapers.

4. Sharing Success: Encinal's success has been shared with other schools in a variety of ways. Teachers share formally and informally with teachers at the other two district elementary schools. This takes place during times allocated for grade level meetings. Encinal teachers meet at least annually with 2nd grade teachers from Laurel School, the local feeder school. These discussions are used not only to discuss academic content, but also the needs of individual and groups of students. Similarly, Encinal's 5th grade teachers and the principal provide academic, social and special needs information to the middle school staff as students transition. District principals meet on a weekly basis. Administrators regularly discuss what is contributing to the current success of the schools, as well as what can be done to further this success.

A significant amount of sharing takes place outside of the district. STAR scores are published in *The San Jose Mercury News*, *The San Francisco Chronicle* and locally in *The Almanac*. On a personal level, teachers share Encinal's success with colleagues across the state and nation. Teachers are active in their own professional growth, as evidenced by engaging in seminars for National Board certification and taking part in Administrative Credential programs. Through these forums teachers share their success with others. Active involvement in professional associations provides another opportunity for Encinal teachers to share the accomplishments of the school. A past president of the California Reading Association teaches 4th grade at Encinal. She has utilized her position to share effective teaching strategies and to bring resources back to the school.

Learning from other schools and experts in the field has contributed to the school's success. All staff members regularly attend conferences related to their specific position. When experts in the field aren't available locally, attendance at conferences across the country is common. At other times, these experts are contracted with to provide training and consultation at the school site.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Encinal’s core curriculum materials include: SRA/McGraw Hill Open Court Reading; Houghton Mifflin Mathematics (grades 3-4); McGraw Hill Mathematics (grade 5); and Houghton Mifflin Social Studies. Coordinating with teams, teachers use the curricula to structure standards-based lessons.

As a component to Reading instruction, teachers use research-based instructional materials provided in Open Court to ensure all students are provided vocabulary instruction. Students are taught to look for context clues, use apposition, and identify how word structure can reveal meaning. Writing instruction is based upon the Six Traits program. While focusing on the genres of writing delineated in the California content standards specific to their grade level, teachers utilize the Six Traits of ideas, organization, voice, word choice, sentence fluency, and conventions.

The fully credentialed librarian bases weekly lessons on the state standards including literacy skills: effective use of dictionaries, encyclopedias, almanacs, phone books, and atlases. She provides SDAIE instruction to help ELs, such as when she dresses as a “guest professor” and uses a scalpel to dissect a book into the cover, table of context, chapters, index, and glossary.

Encinal’s foreign language program consists of beginning and intermediate classes in both Spanish and French. The after-school classes are popular and meet weekly. Instructors come from the widely recognized Berlitz program. Lessons focus on vocabulary development, cultural awareness and fluency.

Math is taught in ability-based groups. Grade-level classes focus on standards. Extended and Advanced classes rapidly cover standards, exploring topics beyond the scope of the grade-level standards. Basic math teachers focus instruction on key standards identified in Mathematics Framework for California Public Schools. They use core texts and work extensively with manipulatives to meet the needs of at-risk students. Homework is assigned by the math teacher, allowing reinforcement at the appropriate difficulty and depth.

Encinal delivers a standards-based science curriculum with an inquiry-based approach. All students engage in hands-on experiments, constructing understanding of the core curriculum. This is effective for students, with 78% of students proficient on STAR science. A typical 3rd grade lesson involves direct instruction and experimentation. During the Animal Adaptations unit, 3rd graders discuss camouflage and hunt for “worms” (colored yarn) strewn on the grass. By tallying and graphing data, students see the impact color has on collection rate, and thus understand how camouflage helps animals.

The social studies curriculum is standards-based. Teachers at all grade levels combine the text with hands-on activities and simulations. When 3rd graders study the pioneer’s westward movement, they make models of covered wagons and list the most important items they would carry if they were pioneers. They write journals imagining their trip across the American west.

A credentialed art teacher teaches each class standards-based lessons in a classroom specifically dedicated for art instruction. 3rd graders work on a basic landscape. By 5th grade, students create a one-point perspective cityscape. The art teacher also links lessons to content from other subjects such as when 3rd graders weave during Native American studies.

The district’s technology standards are research-based and aligned with state standards. Students use the school’s computers regularly. 3rd graders learn typing skills with Type to Learn and use Word to learn word processing skills, such as cutting and pasting text. This prepares them for middle school, where they are expected to word process writing assignments. Starting in 3rd grade, students use Excel to create graphs. The first simple graphs are guided by teachers. By the end of the year, students independently make graphs of complicated information. In 4th grade they use Excel to graph growth of garden plants. Timeliner, a program to design timelines, is used by all grades. In 5th grade, students enhance the American Revolution study by making timelines of events precipitating the war and battles that shaped its outcome.

2a. Reading: The reading program adopted in the Menlo Park City School District, and thus utilized as a

primary source of instructional materials at Encinal School is Open Court Reading. This series was selected because it not only meets the standards of the CDE, but it offered a wide variety of instructional materials to teachers. These include materials for advanced learners, reteaching materials, CDs and materials specific to the needs of EL students. Additionally, the program addresses multiple aspects of reading instruction. There is a text, as well as supplemental materials for spelling, vocabulary development and comprehension.

Teachers complement the materials and strategies from Open Court with additional materials. This is done as a method of varying the instructional methodology and meeting the needs of students needing greater challenge and those needing remedial assistance. One supplemental program utilized in nearly half of all Encinal classrooms is Read Naturally. This is done both to meet the needs of students needing assistance with fluency and comprehension. For students meeting grade level standards, teachers frequently use literature circles to clarify the difference between explicitly stated material and what is implied or to further student understanding of the author's purpose.

Assessment is a critical component of the Reading program. Multiple measures have been used to measure the reading level and growth of students. Initially this began with the assessment materials purchased with *Open Court*. Teachers are currently in their first year of using the GRADE assessment. This assessment helps teachers, the Reading Specialist and Principal gather data related to fluency, comprehension and strategies being utilized by students. This assessment will be administered three times over the course of the year as one measure of student growth.

The approach to reading instruction at Encinal has been designed to continue to build upon each student's ability to read effectively and their ability and interest in reading to understand more complicated material.

3. Additional Curriculum Area / Visual and Performing Arts: The Arts program at Encinal is critical in achieving the mission of the school. With a desire to create life-long learners and engage students in both strong academics and enrichment, the comprehensive Arts program is vital to accomplishing this goal. Arts at Encinal take a variety of formats. Both visual and performing arts are integrated into classroom lessons on a regular basis. This includes poetry readings, drama productions and visual arts projects.

Twice per month all students receive Visual Arts instruction from a specialist art teacher. Through this class, students participate in drawing, painting, clay, and pastels. Students receive instruction related to artists and styles of art and then are given the opportunity to experiment in this style. In 3rd grade students learn to weave using pre-made looms. By 5th grade students will have created their own looms, studied multiple styles of weaving and replicated a pattern or told a story through their weaving. Annually, students display their work at an art show.

The Music program immerses students in the performance aspect of art. Third grade students all participate in the vocal music class. The teacher utilizes Orff-Schulwerk methodologies and students sing, create songs and learn to use percussion instruments. At 4th and 5th grade students select between continuing the vocal program or beginning either strings or band. Students have hands-on instruction twice per week and perform at both a winter concert and spring concert. In addition to the classroom music instruction, numerous students opt to spend occasional recesses working with the music teachers to learn more complex material or a second instrument.

For some students the Visual Arts and Music classes are their chance to demonstrate a skill or talent not seen in the academic component of their educational environment. For others, these classes represent a more creative side to their education. For all students, Art and Music are critical to achieving an education that is not only strong academically, but fully enriched.

4. Instructional Methods: Teachers use a variety of instructional strategies to meet diverse learning needs. Differentiation is a central focus. In spelling, teachers provide lists of essential words. For some, spelling lists are modified, retaining the research-based best practice of focusing on spelling patterns.

Those routinely scoring 100% on pre-tests are challenged with difficult words for Friday's test, extending either the spelling pattern or vocabulary.

Daily, teachers provide a balance between direct instruction and inquiry-based learning. While 3rd graders study "Batteries and Bulbs", teachers begin lessons with direct instruction. Previously introduced concepts are linked to new ideas. Students make increasingly complex circuits, recording observations and making annotated drawings in science notebooks.

Students work independently and collaboratively. Often, students consolidate their developing abilities when initially learning skills and later complete independent projects. In 4th grade social studies, students work in small groups on the first report of the year, Native California tribes. Later, they independently complete reports on the California missions.

Teachers provide teacher-directed and student-directed activities. Language Arts includes weekly "workshop" time. Students have "must do" and "can do" activities. Those completing the "must do" lessons choose from enrichment activities including working on language puzzles, partner reading, independent reading, and free writing to prompts selected from a prompt box.

In all subject areas, extensions and interventions are provided to students who need challenges and those struggling with the standards. In math the most talented students are placed in Extended classes that accelerate the pace of learning and cover subject matter far beyond grade level standards. In 4th grade, Extended math students solve algebraic equations with two variables -- substantially more difficult than outlined in the standards. Students who find math difficult are placed in the grade level's Basic math class. With only about a dozen students, the teacher provides individual support needed to master key math standards.

As often as possible, teachers enhance core curriculum with real-world experiences. Each homeroom regularly gardens in its own plot. Fifth graders spend a week at Outdoor Education and complete the DARE program with the Atherton Police Department. Students utilized line-dancing skills learned in PE when conducting an afternoon dance-a-thon raising funds for hurricane victims.

5. Professional Development: At the time of materials adoptions, teachers receive training from the publisher. Some staff development comes in the form of inviting experts to the site or sending teachers to workshops. At other times teachers examine data and make informed program decisions. Many opportunities are open to all, while specialized groups attend workshops specific to their needs. All teachers used two staff development days to develop strategies to improve writing. On another day, the counselors developed a "menu" of workshop items centered on health including the anxious child, resiliency and minimizing stress factors.

Once working in the district, new teachers are on an intensive supervision cycle. Those in their first two years of teaching complete the Peninsula New Teachers BTSA Project and are coached by an advisor. Before school begins, new teachers attend trainings on district-adopted curriculum. All new staff are assigned mentor teachers to help ease their transition into the school culture and supplement the trainings.

Professional development is facilitated by the lengthened staff work year. Eight non-instructional days allow for meaningful training. Weekly shortened Thursdays allow teams to discuss the needs of students, develop teaching and leadership skills and coordinate efforts as a school. Work with a consultant facilitates year-long Language Arts schedules. Teachers determine standards for focal areas of specific curricular units and score writing against a school-wide rubric. Team meetings are used to share findings from conferences and for addressing a particular situation, most often the academic or behavioral needs of a student.

Teachers have attended: Differentiating Instruction with Carol Ann Tomlinson, CTAP, and Math Manipulatives with Marci Cook. Teacher leaders have led sessions on differentiation and video production software. Six Encinal teachers have been selected to participate in The 21st Century Classroom Project, bringing laptop labs, SmartBoards, and digital cameras into their classrooms. They are provided training on strategies for integrating technology into the curriculum.

The impact on student learning is significant. A key component to each training day is time for teachers to plan how to implement the new ideas. Each year teachers are increasing their use of data. While this

began with the state STAR results, teachers now utilize the results of both school-wide and norm referenced writing assessments. The GRADE reading assessment is administered at all grades and examined by teams at the conclusion of each trimester. In addition to classroom teachers using the data, specialists and the principal examine trends and use this information to plan next steps.

PART VII - ASSESSMENT RESULTS

ENCINAL SCHOOL State Criterion – Referenced Tests

Subject: English/Language Arts Grade: 3 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES				
% “Proficient” plus “Advanced”	82	79	68	68
% “Advanced”	48	42	39	30
Number of students tested	125	131	112	112
Percent of total students tested	100	100	98	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% “Proficient” plus “Advanced”	*	100	*	*
% “Advanced”	*	83	*	*
Number of students tested	9	12	*	*
2. Hispanic or Latino				
% “Proficient” plus “Advanced”	*	25	*	*
% “Advanced”	*	8	*	*
Number of students tested	9	12	*	*
3. Students with Disabilities				
% “Proficient” plus “Advanced”	65	70	75	*
% “Advanced”	30	40	33	*
Number of students tested	20	10	12	5
4. English Learner				
% “Proficient” plus “Advanced”	25	*	*	8
% “Advanced”	0	*	*	0
Number of students tested	12	7	9	13
5. Economically Disadvantaged				
% “Proficient” plus “Advanced”	*	10	*	*
% “Advanced”	*	0	*	*
Number of students tested	4	10	2	6

An * indicates that the scores are not available. This is due to either (1) results not being available from the California Department of Education for this subgroup or (2) information not being available due to the size of the subgroup.

PERFORMANCE LEVELS				
Percent of students scoring “Advanced”	48	42	39	30
Percent of students scoring “Proficient”	34	37	29	38
Percent of students scoring “Basic”	11	16	22	21
Percent of students scoring “Below Basic”	6	5	8	8
Percent of students scoring “Far Below Basic”	1	0	2	3

ENCINAL SCHOOL
State Criterion – Referenced Tests

Subject: English/Language Arts Grade: 4 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES				
% “Proficient” plus “Advanced”	84	81	75	73
% “Advanced”	64	59	46	46
Number of students tested	132	116	108	113
Percent of total students tested	100	99	100	97
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0
SUBGROUP SCORES				
1. Asian				
% “Proficient” plus “Advanced”	100	*	*	*
% “Advanced”	83	*	*	*
Number of students tested	12	7	*	*
2. Hispanic or Latino				
% “Proficient” plus “Advanced”	41	54	*	*
% “Advanced”	8	36	*	*
Number of students tested	12	11	*	*
3. Students with Disabilities				
% “Proficient” plus “Advanced”	58	60	*	*
% “Advanced”	50	20	*	*
Number of students tested	12	10	8	5
4. Economically Disadvantaged				
% “Proficient” plus “Advanced”	30	*	*	*
% “Advanced”	10	*	*	*
Number of students tested	10	6	2	2
PERFORMANCE LEVELS				
Percent of students scoring “Advanced”	64	59	46	46
Percent of students scoring “Proficient”	20	22	29	27
Percent of students scoring “Basic”	13	16	14	19
Percent of students scoring “Below Basic”	3	3	7	3
Percent of students scoring “Far Below Basic”	0	0	4	5

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ENCINAL SCHOOL
State Criterion – Referenced Tests

Subject: English/Language Arts Grade: 5 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES				
% “Proficient” plus “Advanced”	81	89	73	77
% “Advanced”	64	60	58	47
Number of students tested	115	102	118	118
Percent of total students tested	100	99	100	100
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0
SUBGROUP SCORES				
1. Asian				
% “Proficient” plus “Advanced”	*	91	*	*
% “Advanced”	*	64	*	*
Number of students tested	7	11	*	*
2. Students with Disabilities				
% “Proficient” plus “Advanced”	58	*	36	*
% “Advanced”	25	*	0	*
Number of students tested	12	7	11	3
3. English Learner				
% “Proficient” plus “Advanced”	40	*	*	*
% “Advanced”	20	*	*	*
Number of students tested	10	3	5	9
PERFORMANCE LEVELS				
Percent of students scoring “Advanced”	64	60	58	47
Percent of students scoring “Proficient”	17	29	25	30
Percent of students scoring “Basic”	17	6	15	13
Percent of students scoring “Below Basic”	2	3	3	10
Percent of students scoring “Far Below Basic”	0	2	0	0

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ENCINAL SCHOOL
State Criterion – Referenced Tests

Subject: Math Grade: 3 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES				
% “Proficient” plus “Advanced”	85	87	70	66
% “Advanced”	50	56	44	32
Number of students tested	125	131	112	112
Percent of total students tested	100	100	98	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% “Proficient” plus “Advanced”	*	100	*	*
% “Advanced”	*	83	*	*
Number of students tested	9	12	*	*
2. Hispanic or Latino				
% “Proficient” plus “Advanced”	*	42	*	*
% “Advanced”	*	17	*	*
Number of students tested	9	12	*	*
3. Students with Disabilities				
% “Proficient” plus “Advanced”	65	80	75	*
% “Advanced”	20	60	33	*
Number of students tested	20	10	12	5
4. English Learner				
% “Proficient” plus “Advanced”	50	*	*	16
% “Advanced”	25	*	*	8
Number of students tested	12	7	9	13
5. Economically Disadvantaged				
% “Proficient” plus “Advanced”	*	30	*	*
% “Advanced”	*	0	*	*
Number of students tested	4	10	2	6
PERFORMANCE LEVELS				
Percent of students scoring “Advanced”	50	56	44	32
Percent of students scoring “Proficient”	35	31	26	34
Percent of students scoring “Basic”	6	10	19	20
Percent of students scoring “Below Basic”	9	3	11	12
Percent of students scoring “Far Below Basic”	0	1	1	3

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ENCINAL SCHOOL
State Criterion – Referenced Tests

Subject: Math Grade: 4 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES				
% “Proficient” plus “Advanced”	83	78	72	73
% “Advanced”	56	50	36	45
Number of students tested	131	116	107	113
Percent of total students tested	99	99	99	97
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0
SUBGROUP SCORES				
1. Asian				
% “Proficient” plus “Advanced”	100	*	*	*
% “Advanced”	100	*	*	*
Number of students tested	12	7	*	*
2. Hispanic or Latino				
% “Proficient” plus “Advanced”	42	54	*	*
% “Advanced”	17	9	*	*
Number of students tested	12	11	*	*
3. Students with Disabilities				
% “Proficient” plus “Advanced”	75	79	*	*
% “Advanced”	42	50	*	*
Number of students tested	12	10	8	5
4. Economically Disadvantaged				
% “Proficient” plus “Advanced”	20	*	*	*
% “Advanced”	0	*	*	*
Number of students tested	10	6	2	2
PERFORMANCE LEVELS				
Percent of students scoring “Advanced”	56	50	36	45
Percent of students scoring “Proficient”	27	28	36	28
Percent of students scoring “Basic”	7	14	16	19
Percent of students scoring “Below Basic”	9	8	9	4
Percent of students scoring “Far Below Basic”	2	0	3	3

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ENCINAL SCHOOL
State Criterion – Referenced Tests

Subject: Math Grade: 5 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES				
% “Proficient” plus “Advanced”	83	71	68	63
% “Advanced”	55	40	33	40
Number of students tested	116	102	118	115
Percent of total students tested	100	99	100	100
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0
SUBGROUP SCORES				
1. Asian				
% “Proficient” plus “Advanced”	*	63	*	*
% “Advanced”	*	45	*	*
Number of students tested	7	11	*	*
2. Students with Disabilities				
% “Proficient” plus “Advanced”	42	*	0	*
% “Advanced”	25	*	0	*
Number of students tested	12	7	11	3
3. English Learner				
% “Proficient” plus “Advanced”	70	*	*	*
% “Advanced”	30	*	*	*
Number of students tested	10	3	5	9
PERFORMANCE LEVELS				
Percent of students scoring “Advanced”	55	40	33	40
Percent of students scoring “Proficient”	28	31	35	23
Percent of students scoring “Basic”	8	18	24	21
Percent of students scoring “Below Basic”	7	6	6	3
Percent of students scoring “Far Below Basic”	2	5	3	3

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ENCINAL SCHOOL
State Criterion – Referenced Tests

Subject: Science Grade: 5 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% “Proficient” plus “Advanced”	78	81	70
% “Advanced”	43	41	27
Number of students tested	116	102	118
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% “Proficient” plus “Advanced”	*	100	*
% “Advanced”	*	100	*
Number of students tested	7	11	*
2. Students with Disabilities			
% “Proficient” plus “Advanced”	58	*	18
% “Advanced”	8	*	9
Number of students tested	12	7	11
3. English Learner			
% “Proficient” plus “Advanced”	60	*	*
% “Advanced”	0	*	*
Number of students tested	10	3	5
PERFORMANCE LEVELS			
Percent of students scoring “Advanced”	43	41	27
Percent of students scoring “Proficient”	35	40	43
Percent of students scoring “Basic”	19	15	26
Percent of students scoring “Below Basic”	2	3	4
Percent of students scoring “Far Below Basic”	1	1	0

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ENCINAL SCHOOL
National Norm Referenced Tests

Subject: Multiple Grades: 3-4-5 Test: California Achievement Test

Edition: 6 Publisher: CTB/McGraw-Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Grade Level	3	4	5
<i>Total Reading</i>			
2002-03	76 (112)	75 (113)	79 (116)
2003-04	79 (112)	74 (108)	81 (118)
2004-05	74 (131)	*	*
2005-06	82 (124)	*	*

Grade Level	3	4	5
<i>Total Language</i>			
2002-03	65 (112)	80 (113)	84 (116)
2003-04	74 (112)	78 (108)	85 (118)
2004-05	72 (131)	*	*
2005-06	79 (124)	*	*

Grade Level	3	4	5
<i>Total Math</i>			
2002-03	72 (112)	76 (113)	83 (116)
2003-04	78 (112)	79 (106)	85 (115)
2004-05	82 (131)	*	*
2005-06	86 (124)	*	*

Grade Level	3	4	5
<i>Spelling</i>			
2002-03	71 (112)	77 (113)	76 (116)
2003-04	75 (112)	74 (108)	72 (118)
2004-05	77 (130)	*	*
2005-06	78 (124)	*	*

Notes:

1. Numbers in parentheses indicate the total number of students tested.
2. All test scores above represent at least 98% of students being tested, with 1% or fewer taking alternate assessments.
3. An asterisk indicates this test was discontinued for this grade by the California Department of Education.
4. Subgroup information is not available.