2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   ☒ Public   ☐ Private

Cover Sheet   Type of School
(Check all that apply)

☒ Elementary ☐ MIddle ☐ High ☐ K-12
☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal   Mr. Scott Howard McGregor
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address   10505 N. Davis Rd.
(If address is P.O. Box, also include street address.)

Stockton	California	95209-4327
City	State	Zip Code+4(9 digits total)

County   San Joaquin   State School Code Number* 39 68585 6042063

Telephone (209) 953-8330   Fax   (209) 953-8319

Web site/URL www.lodiusd.net   E-mail   smcgregor@lodiusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. Len Casanega
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Lodi Unified School District   Tel. (209) 331-7000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Ken Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

32	Elementary schools
6	Middle schools
0	Junior High Schools
7	High schools
5	Other
50	TOTAL

2. District Per Pupil Expenditure: 7193

   Average State Per Pupil Expenditure: 7521

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 are
   [X] Suburban
   [ ] Small city or town in a rural are
   [ ] Rural

4. _____1_____ Number of years the principal has been in her/his position at this school.

   _____3_____ 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
Pre K	0	0	0		7	60	33	93
K	0	0	0		8	39	53	92
1	0	0	0		9	0	0	0
2	0	0	0		10	0	0	0
3	0	0	0		11	0	0	0
4	15	16	31		12	0	0	0
5	15	16	31		Other	0	0	0
6	18	13	31					
TOTAL STUDENTS IN THE APPLYING SCHOOL								278

6. Racial/ethnic composition of
    the school:

1	%	American Indian or Alaska Native
32	%	Asian or Pacific Islander
4	%	Black or African American
13	%	Hispanic or Latino
50	%	White

    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 yea ____6____ %

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	278
(5)	Total transferred students in row (3) divided by total students in row	0.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: ___1___ %

    ___4___ Total Number Limited English Proficient

    Number of languages represented ___4___

    Specify languages: Chinese, Korean, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals ___21___ %

    Total number students who qualify: ___60___

    If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1   %

       4   Total Number of Students Serve

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindnes	0	Specific Learning Disabilit
0	Emotional Disturbanc	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	1	0
Classroom teachers	10	1
Special resource teachers/specialist	0	3
Paraprofessionals	0	1
Support Staff	2	5
Total number	13	10

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   27   **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	97	%	97	%	97	%	97	%	97	%
Daily teacher attendance	91	%	96	%	94	%	93	%	93	%
Teacher turnover rate	0	%	10	%	10	%	10	%	10	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

2007 daily teacher attendance was considerably lower than previous years, because one of our teachers was on maternity leave during the last two and one half months of school. Teacher turnover rate of 10%, during the 2006, 2005, 2004 and 2003 school year, was caused by one of our ten full time teachers changing assignments at the completion of each school year.

PART III - SUMMARY

To nurture the intellectual, physical, and emotional capabilities of each child is the intent of Elkhorn School. Our school is a community encouraging independent thinkers who positively promote the value and dignity of all our members. Part of Elkhorn's staff goal is to model our expectations, and to communicate regularly with parents and students regarding students' academic progress and behavior.

Elkhorn School, which has served as a school site since 1854, sits amongst an array of new homes built in North Stockton. Yet despite the unprecedented urban sprawl, it maintains its country feel as goats graze next door, and even find their way onto our Physical Education fields. Elkhorn students come from the entire district attendance area, from Lodi to North Stockton. Since 1998'the beginning of the Elkhorn 4th-8th grade concept'the school community of eleven teachers has worked diligently to provide each student with a comprehensive learning experience for future success in high school and beyond. In fact, students return to our school year after year from high school to share success stories in all academic areas. But it is not only the teachers that make this school great'it is the outstanding support and dedication of the parents that distinguish this school from others. Parents raised $32,000 to purchase 32 eMac computers for the school computer laboratory. Not only do the Elkhorn parents support the school through fundraising, they are instrumental in helping out in the classrooms, participating in study trips, voluntarily running the Science Olympiad Team after school, coordinating the Promotion Ceremony each year, supporting the Schoolwide Enrichment program, making copies, serving lunches, and doing almost anything they are asked, all with a smile on their faces. It is the support of the dedicated staff, the support of committed parents, and the commitment of our students that earned the 969 score on the Academic Performance Index (API). The high test scores are only one factor that we consider in success for students. It is our belief that student outcomes are not as important as the development of deeper levels of understanding, organizational skills, leadership skills, the ability to work well with others in a variety of settings, communication skills, emotional competency, and risk taking. These abilities and skills ready our students to enter high school prepared for the most rigorous classes that will maximize their potential and ensure the best education to be successful in life. Elkhorn alumni continue to be academic leaders at the various high schools they attend, whether public or private. Alumni participate in activities such as newspaper and yearbook as editors, and Academic Decathlon and Science Bowl. Furthermore, several serve as valedictorians of their graduating class.

When a student is unable to live up to his/her potential, the Elkhorn community provides support through a variety of interventions. The Elkhorn students have a wonderful future ahead of them which is enhanced with the addition of the Schoolwide Enrichment Model (SEM) program in its second year of implementation. Through an initial conference at the University of Connecticut, paid for by the Title II Grant, followed up by the staff development and initial introduction, the Elkhorn School Community is providing opportunities for students to develop their talents and interests through SEM opportunities such as leadership, drama, music, speech and debate, dancing, geocaching, and exercising. Elkhorn School is proud to provide the rigorous challenges combined with the enrichment that students and parents desire to plan for the future and potential career opportunities after high school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In the spring of every year, students across the state of California in grades 2 through 11 are required to take the standards-based California State Standards tests (CSTs), which are a series of standards-based assessments in English Language Arts and math in grades 3 through 11; science in grades 5, 8 and 10; and history-social science in grades 8, 10 and 11. The California Achievement Test, (CAT/6) is also given to grades 3 and 7 in reading, language, spelling and math. These two tests are a part of the Standardized Testing and Reporting (STAR) program, which measures student learning in grades 2 through 11 across the state of California. California assigns each school and district an Academic Performance Index (API) rating, which is a scaled score, ranging from 200 to 1000. The state wide goal is for all schools to score at a minimum level of 800. Schools also receive rankings of 1 through 10, which allow them to be compared to similar schools and also to schools throughout the state.

Elkhorn continues to perform extremely well. We continue to be designated as a high performing school, earning a school ranking of 10 over each of the last five years. Elkhorn students also continue to score well above the state wide goal of 800 on the API. Over the last five years, school scores have remained above 950, with the school scoring a low of 958 in 2003 and a high score of 989 in 2006.

CST results demonstrate the level of proficiency a student demonstrates in each of the subject areas tested. Students receive one of the following five ratings on the CST assessments: far below basic, below basic, basic, proficient and advanced. The states goal is to have all students score at the proficient level or above. Students scoring at this level are considered to be college-bound. Over 90% of the children at Elkhorn have consistently scored at the proficient and advanced levels in the areas of English Language Arts and Mathematics over the course of the last five years.

Significant subgroups have also performed well at Elkhorn. API subgroups are considered to be numerically significant by the state of California when there are 50 students that constitute 15% of the total students tested. The Asian student population was identified as a significant subgroup in 2003, 2004, 2006 and 2007 and met their API target each year. The economically disadvantaged students at Elkhorn were identified as a significant subgroup in 2006 and 2007, and they also met the API target.

Subgroups containing 10 or more students, per grade level, are considered to be significant when looking at data from the CST tests. Over the course of the last five years, Elkhorn has had significant subgroups identified in some grade levels. The significant subgroups identified are economically disadvantaged, Asian and Hispanic. The tables at the end of this document show that the groups identified have also demonstrated a high percentage of students obtaining success at the proficient and advanced levels.

The data tables, which are located at the end of this 'Blue Ribbon Application', contain a box for 'Subgroup Scores', to indicate the percentage of students that are 'Exceeding' standards or have been designated as 'Advanced' for each grade level. The data provided to schools in California, by the California Department of Education, does not differentiate between the percentage of students that have been identified as 'Advanced', verses 'Proficient' for 'Subgroup' data. For this reason, information has not been included in the aforementioned tables.

The percentage of seventh grade math students that are 'Exceeding' State Standards in math has also been left out of the seventh grade math data table. Thirty-one of our ninety-three seventh grade students were enrolled in seventh grade math, while sixty-two of our seventh grade students were enrolled in Algebra 1 last year. Because the students completed two separate tests, the data provided by the California Department of Education did not include this information.

2. **Using Assessment Results:**

Elkhorn School gathers data from the California Standards Test (CST), CAT6 survey data, California English Language Development Test (CELDT) data given to English Learners (ELs) on an annual basis, and district benchmark assessments administered on a quarterly basis in English Language Arts, Math, Science and Social Studies for all students. The CST data gives us information on student performance on grade level standards. This data is not only provided individually, which helps us identify specific student needs, but also by subgroups, which allows us to look at instructional practices to support students who historically score lower than others. Staff also reviews the CELDT scores to monitor students who have English as a second language. We use this data to differentiate the instruction for those students who are

still receiving English Language Support. The district benchmark assessments are scanned into the Edusoft system for data analysis. Through Edusoft, teachers generate reports on areas of concern they can further explore. Pacing guides have been established to monitor the pace of instruction in the core subject areas. The classroom teachers also have ongoing assessments in their classrooms in order to effectively monitor student progress, e.g., student whiteboards provide immediate feedback regarding students' understanding of a particular standard.

Currently the Elkhorn staff uses the Cycle of Inquiry (COI) to analyze data for three focal students at each grade level per quarter. The focal students have been identified by staff as those who may be scoring below grade level on selected state standards or benchmark assessments. COI is modified at our site because the majority of our students are at, or above, grade level. Therefore, our COI focal students represent the exception. COI allows staff to collaborate and select the best instructional strategies to meet the needs of not only our focal students, but all students. Additional interventions such as after school programs, summer school programs, and intervention classes are available for at-risk students.

3. **Communicating Assessment Results:**

Students and parents are informed about student performance on multiple levels. The staff provides a specific syllabus that gives an overview and breakdown of the grade level standards and content of the class on the first day of class. Students are also given an overview of how they will be assessed on the specific content of the class. During the second week of school, parents are invited to attend a Back to School Night where the teacher reviews the content and grade level standards for each subject taught. Another area of reporting for students and parents occurs through Snapgrades, an on-line gradebook utilized by our fourth through sixth grade teachers. Parents and students may access their grades, and teacher comments, at anytime. Quarterly progress reports and report cards are distributed at all grade levels. At the end of the first quarter, students, parents and teachers meet to review specific concerns that need to be addressed for future success. Teachers use the Edusoft data reporting system to print assessment results that are shared with parents on a quarterly basis. The Elkhorn staff also uses a daily planner check for specifically targeted students. The check allows parents and staff to communicate about students' work and participation. Seventh and eighth grade teachers also provide the Friday Progress Report for students who are at-risk and doing poorly. This gives weekly updates to parents on overall grades, class participation, quality of work, test, and quiz updates, and project grades. Student Success Team (SST) meetings are a tool for informing parents of successes and areas of concern. Sally Foster, the librarian at Elkhorn School, is involved in supporting the Spanish-speaking parents who represent the largest number of English Language Learners at Elkhorn through a number of different avenues. Mrs. Foster makes sure that information about student progress, grade reporting, concerns, successes, and upcoming events and future meetings are shared with parents through phone calls, meetings, and notes.

4. **Sharing Success:**

Elkhorn has served as a model demonstration school for the California Association of the Gifted conference on two occasions. CAG conference attendees choose to visit classrooms in action for a number of hours. Elkhorn teachers serve on numerous district committees. At the committee meetings, teachers have an opportunity to listen and share with their colleagues from throughout the district. Our small school configuration of single classes at each grade level allows for collaboration across grade levels, but not within grade levels. This year teachers have made an effort to reach out to other schools that offer self-contained gifted classes to look at best teaching practices and methods. We examined patterns in benchmark and CST scores to see if there was a common thread from which we could share materials. The sharing took place during a Common Planning Day, one of twelve set aside on the district calendar for teachers to collaborate. Finally, several Elkhorn staff members serve as master teachers for the University of the Pacific (UOP). We host student teachers from UOP on an annual basis. The student teachers are quickly placed in other schools to serve as model teachers for their peers. Additionally, Elkhorn teachers welcome teacher credential candidates from California State University, Stanislaus and the San Joaquin County Project IMPACT program as observers of our program.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Conceptual thinking, real-world disciplinary inquiry, and problem solving are emphasized at Elkhorn School through a comprehensive, standards-aligned core curriculum designed for all students. The district textbook adoption procedure, with the support of teachers, and administrators, and the guidelines set forth through the Textbook Adoption Committee, the Curriculum Council, and the Lodi Board of Education adoption process creates a district wide standard for core subject area curriculum. Across grade levels, staff tailors instruction to meet the needs of academically diverse students through the use of hands-on investigations, technology, and project-based learning. From the tall tales students write and perform in the fifth grade to the Shakespearean plays performed by sixth graders, an actively engaging curriculum is the expectation at Elkhorn School.

In English Language Arts, writing is emphasized across the curriculum. Students are introduced to, and given practice in, technical skills such as proper bibliographic form. Students write in various genres with audience and purpose in mind. Literature units include students completing technology-based research through weekly computer lab visits. The units emphasize building historical connections, cultural connections, and student-interest extensions. An example is the eighth grade Wisdom Tales unit. In the unit, eighth graders create skits for Wisdom Tales to perform for younger students. As part of the dramatic performances, students design and create colorful masks to wear. Additionally, eighth graders use the River of Words program to infuse environmental art and poetry into the curriculum.

At Elkhorn, students gain the equivalent of one year of high school Spanish. The Spanish I class provides a unique opportunity to combine the language component with the culture, music, art, and food of Latin America and Spain. The scope and sequence of high school Spanish is embedded with extra time to enrich the curriculum.

Math teachers accelerate and compact curriculum through a variety of strategies. The state adopted McDougal Littel Algebra book is supplemented with College Prep Math (CPM), which provides strategies beyond the algorithm-based approach used to teach a foundational understanding of math. This approach is supported by lunchtime and after-school tutoring. In seventh grade, students take Algebra 1 followed by Geometry in eighth grade. Both conceptually-based programs allow students to learn through discovery and hands-on investigations.

While the underlying theme in science is pattern seeking in the natural phenomena we experience, and developing causal explanations for those perceived patterns, math is integrated into the sciences as well. For example, in seventh grade physical science, students measure the pressure of air at different temperatures, record and graph the data, and consequently derive linear equations from the data. Students then discuss the information they have derived in terms of kinetic energy of the air molecules as a way to look for a causal explanation for those results.

Elkhorn students relive history through debates, dressing in period costumes, and reading primary source documents. They use technology in our eMac computer lab to research sites such as the Library of Congress and the National Archives. From fourth grade on, students learn firsthand about gold panning in California history, become residents of Colonial Williamsburg in U.S. history and live like Athenians and Spartans in Ancient Greece. In seventh and eighth grade history, students make Magna Cartas and participate in mock Constitutional Conventions. Across grade levels, students create Powerpoint presentations to culminate their studies.

Furthermore, our Physical Education program includes Swing Dancing for seventh and eighth graders and Tinikling, or Filipino folk dancing, for our fourth through sixth graders. All students have an opportunity to participate in the Elkhorn Wildcat choir.

Students at Elkhorn have many opportunities to express their creativity in the area of visual and performing arts throughout each school year. Eighth graders create elaborate masks, costumes, and skits, in their Wisdom Tales unit, which are performed for all of the elementary classes. Middle school students also create commercial-style videos and documentaries in the technology lab, based upon the learning experiences they have encountered throughout the year. Our students also create cultural music performances through the use of instrumentation or song in their Spanish class. At the elementary level, our sixth graders create sophisticated masks and costumes, and perform an 'Egyptian Fashion Show' for

our school community.

Elementary students are involved in choir, and perform a winter and spring musical each year for their parents. In addition to learning their parts, students are required to create their costume. After school enrichment opportunities, in the area of visual arts, are also available to interested students.

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

Critical thinking and creative problem solving provide a framework for the Elkhorn reading curriculum. A combination of teacher-led discussions, student-led discussions, and choice projects encourage greater self-discovery. This approach to reading was chosen because students at Elkhorn read at, or above, grade level. Textbooks and basal readers may be several years below students' reading levels. Therefore, elementary teachers utilize novels and advanced trade books that correspond with multiple subjects and themes such as friendship, respect, and other lifeskills. Novels are selected from the Lodi Unified School District core literature list. The novels often have a thematic link to topics currently being studied in social studies.

Students participate in literature circles that provide opportunities to analyze literary elements such as theme, conflict, and plot. Throughout their literature circle discussions, students discuss novels in greater depth and make real-world connections. Students learn to become reflective thinkers through the use of reading journals they may share during small and large group discussions. Oftentimes students lead class discussions with self-generated questions using Bloom's Taxonomy.

Opportunities for small and large group sharing abound. Increased rigor and differentiation challenges students to critically analyze literature and to create projects that demonstrate higher-level thinking. Students choose open-ended projects to match their learning styles and preferences based on Gardner's Multiple Intelligences. Projects include puppet shows, musical interpretation of themes, and iMovies accompanied by student-generated scripts.

2b. **(Secondary Schools) English:**

Elkhorn students participate in individualized reading programs through reading logs that include required reading to meet state standards as well as district reading goals. Students select 'high interest' reading choices. Critical thinking is a foundation for Elkhorn's language curriculum. Junior Great Books as well as novel studies fulfill the state standard requirements for reader responses, writing, and vocabulary development through the use of book groups. Collaborative and flexible grouping techniques are used to meet all learners' needs. Socratic seminars are regularly held. At the core of the program is a study of literary devices as a component in literature study. Project-based assessments are used to check for understanding and higher-level thinking.

Our staff continually adapts curriculum to meet the needs of the students. Elkhorn offers a seven-period day with a two-period ELA core as suggested by the ELA framework and Taking Center Stage. Students who are not yet proficient work individually with an intervention teacher in class, in addition to weekly meetings focused on those areas that need support. These students are also provided an optional intervention period every day to accelerate their learning. Cross-age and cross-grade grouping techniques are used to develop instructional leadership in older students and to provide support for younger, struggling readers. Our intervention teacher provides additional individual attention in classes.

3. **Additional Curriculum Area:**

Elkhorn students have a unique opportunity to take the equivalent of one year of high school Spanish. Our Spanish I curriculum follows World Language standards while addressing Elkhorn School's mission of enriching the curriculum, and nurturing the gifts and talents of all students. Our Spanish teacher provides depth and complexity in ensuring success for all students as they progress towards the next level of Spanish in high school.
To immerse students in the cultures of Latin America and Spain, the teacher designs real-world experiences for her students. An example is a study of clothing vocabulary that culminates in a fashion show narrated and modeled by students. Elkhorn students are challenged with numerous listening, speaking, reading, writing, and cultural activities and projects. One specific unit involves student-selected or student-designed cultural projects. During the course of this in-depth research project, students learn the discipline of their chosen field and educate the class on an aspect of Hispanic culture that interests them. Some examples of completed projects include: reproductions of pieces by Hispanic artists, personification of Hispanic artists, and performances of musical pieces.

Strategies used in the Spanish class include the use of music as a tool for memory. Many of the students

participate in an after school dance group called the LAAs (Latino, Asian and African Americas) that teaches traditional Spanish folk dancing (Ballet Folklorico), but also provides support for the students of color. Former students return on a consistent basis to thank their teacher for providing the passion and foundation for a second language.

4. **Instructional Methods:**

A variety of instructional strategies are critical to achieving the goals and expectations of our school. From fourth through eighth grade, students build concepts through discovery and hands-on investigations. Students are encouraged to find answers to their own questions through independent inquiry and exploratory learning activities. Elkhorn teachers preassess and administer learning style inventories in order to identify students' strengths, out-of-school activities, and talents. This information, combined with the use of the Lodi Unified School District pacing guides, allows teachers to compact the curriculum to eliminate repetition, thereby engaging students in a higher level of challenge. The learning inventories also serve as guides for flexible, small group instruction. Peer teaching and group projects can be found in all classes at Elkhorn. Students participate in problem-solving simulations that give them firsthand experience of slave auctions, for example. Interactive learning is supported through the use of computers in every classroom, LCD projectors, and the Internet. Our Spanish teacher uses the Total Physical Response (TPR) method for learning language. Furthermore, one-on-one tutoring from a certificated staff member allows for more personalized instruction.

As a result of curriculum compacting, acceleration and enrichment are regularly implemented. Acceleration is an integral part of the instructional methods used at Elkhorn. Enrichment is offered in the form of Schoolwide Enrichment Model (SEM) clusters, which are based on Joseph Renzulli's work. The SEM program requires that students identify a real-world problem that will be addressed through their interest and talent development. SEM clusters are arranged by fields of discipline. For the past three years, students have had opportunities to pursue areas of interest with the ultimate goal being a product or service that can be shared with the community at large.

5. **Professional Development:**

The Elkhorn community embraces professional growth as a path to improved student achievement. All Elkhorn teachers are NCLB compliant. Staff meetings and Common Planning Days encourage teachers to share new learning from workshops and professional development. Our staff has focused on the following professional growth areas: a) the acceleration of the ELA and math programs, b) Talent Development through Schoolwide Enrichment Model (SEM), c) Equity training, d) GATE certification through the Capitol Region GATE consortium, and e) Cycle of Inquiry. All staff including the secretary, librarian and custodian are involved in training on our campus. Long-range professional development for all staff is guided by our School Site Plan (SSP), assessment system, and the recommendations of our Elkhorn community stakeholders. Administrators and staff evaluate professional training opportunities with an eye toward teacher/learning style, alignment with state standards and frameworks, the differentiation of instruction presented, and federal requirements. Professional development examples include District Equity training, Cycle of Inquiry training, Enhancing Education Through Technology (EETT) training, California Association for the Gifted training for ELA, Grammar Guy training, History Alive Middle School history textbook training, SEM training at the University of Connecticut, and 'Koality Kids' training. The math department participates annually in the California Math Council conference to maximize understanding of depth and complexity in effectively teaching math.

The Elkhorn staff continues to be inspired by the many professional development opportunities with which they are involved. This excitement paired with the desire to nurture the intellectual, physical and emotional capabilities of each child, creates an exciting learning environment for our students. Our students continue to score from forty to almost sixty percent higher than the state average of proficient and advanced learners in the areas of English Language Arts and Mathematics.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA)   Grade 4   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	100	100	100	100	100
% "Exceeding" State Standards					
% 'Advanced'	84	81	81	71	58
Number of students tested	31	31	31	31	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	97	100	100	100	100
% "Exceeding" State Standards % 'Advanced'	84	84	97	87	68
Number of students tested	31	31	31	31	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 5   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	94	100	90	90	90
% "Exceeding" State Standards					
% 'Advanced'	71	68	58	58	52
Number of students tested	31	31	31	31	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'		100			91
% "Exceeding" State Standards					
Number of students tested		11			11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' and 'Advanced'	97	100	100	90	96
% "Exceeding" State Standards					
% 'Advanced'	58	100	71	55	77
Number of students tested	31	31	31	31	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' and % 'Advanced'		100			100
% "Exceeding" State Standards					
Number of students tested		11			11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 6   Test California Standards Test

Edition/Publication Year _____   Publisher   Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	100	93	91	87	89
% "Exceeding" State Standards					
% 'Advanced'	65	58	52	48	41
Number of students tested	31	31	31	31	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	100			75	
% "Exceeding" State Standards					
Number of students tested	12			12	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	96	100	97	100	96
% "Exceeding" State Standards					
% 'Advanced'	61	45	55	39	41
Number of students tested	31	31	31	31	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	100				
% "Exceeding" State Standards					
% 'Advanced'					
Number of students tested	12				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 7   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	98	98	100	95	99
% "Exceeding" State Standards % 'Advanced'	77	71	68	61	57
Number of students tested	92	93	93	93	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	90	95	100	95	
% "Exceeding" State Standards					
Number of students tested	21	20	20	20	
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	90	95	100	100	
% "Exceeding" State Standards					
Number of students tested	20	20	21	24	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	100	100			
% "Exceeding" State Standards % 'Advanced'					
Number of students tested	11	17			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 8 Test California Standards Test

Edition/Publication Year _____ Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	93	95	98	99	93
% "Exceeding" State Standards					
% 'Advanced'	52	72	66	71	50
Number of students tested	93	92	87	75	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	79	100	90		
% "Exceeding" State Standards					
Number of students tested	19	17	21		
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	86	90	91	100	
% "Exceeding" State Standards					
Number of students tested	22	21	23	11	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% 'Proficient' plus % 'Advanced'	94	100			100
% "Exceeding" State Standards					
Number of students tested	17	12			13
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 7   Test Ccalifornia Standards Test

Edition/Publication Year _____ Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Proficient' plus % 'Advanced'	86	97	98	96	99
% "Exceeding" State Standards					
% Advanced		56	68	58	53
Number of students tested	90	93	93	93	76
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced		100	100	95	
% "Exceeding" State Standards					
Number of students tested		20	20	20	
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced		100	100	100	100
% "Exceeding" State Standards					
Number of students tested		20	21	24	12
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced		94			
% "Exceeding" State Standards					
Number of students tested		17			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 8   Test California Standards Test

Edition/Publication Year _____   Publisher Educational Testing Service/California Department of E

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	80	89	88		
% "Exceeding" State Standards					
Number of students tested	93	91	87		
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.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					