

EL NIDO ELEMENTARY SCHOOL



GRADES K-8

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Marilyn Blake
Superintendent

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Superintendent's Message

El Nido Elementary School provides a safe and secure learning environment for all students, and serves students in grades K-8. High academic expectations for all is encouraged and pursued. The El Nido School staff is cohesive, caring, and continuously developing their professional skills through ongoing staff development. El Nido School honors and promotes students who have good attendance, academics, and behavior, and strives for continuous schoolwide improvement in all curricular areas.

El Nido Elementary School's Schoolwide Plan is based on rigorous State and local standards and is designed to help all students meet California State Standards. Parental engagement and involvement, a schoolwide focus on literacy, ongoing staff development and collaboration, and improved communication between home and school are key features of our School Plan. This year our test scores improved 51 points for a total score of 774 on the scale of 800. Our District goal is that all students will work to their potential, and above, in the areas of reading and mathematics.

Parental Involvement

At El Nido Elementary School, we encourage all parents to be involved in their child's education through:

- Participating in parent-teacher committees, such as the English Language Advisory Council (ELAC), Committee of Teachers and Parents, and the School Site Council (SSC)
- Volunteering in the classroom
- Reading to your child
- Listening to your child read
- Two-way communication between the school and home

For more information on how to become involved, contact Steve Walters at (209) 722-8386.

Professional Development

All teachers attend professional development provided by the District. Components of professional development have included strategies for reading instruction, mathematics, and classroom management. In addition, many teachers have attended the Science Starts Project, Math Matters, NCTM conference, California Association for Bilingual Education (CABE) conference, writing workshops, and Adopted Language Arts program training. For the previous three school years, two days each year were dedicated to staff and professional development each year.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**"EL NIDO EQUALS
EXCELLENCE
IN EDUCATION"**

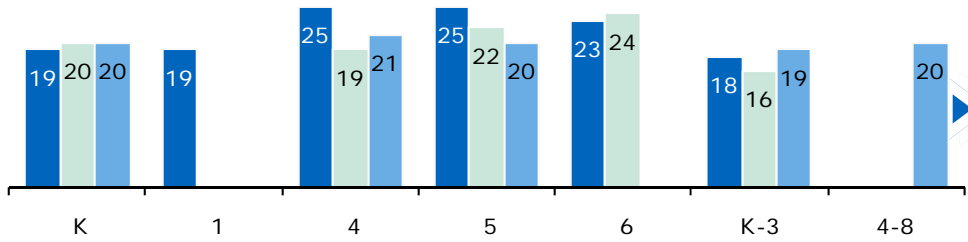


Mission & Values:

Dedicated to excellence and student achievement

El Nido Elementary School is committed to equipping our students with the tools they need for academic, personal and social achievement.

We enable every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of our students.



Class Size

The bar graphs display the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1								
4		1		1				1	
5		1			1		1		
6		1			1				
K-3	3			4			3		
4-8							2		

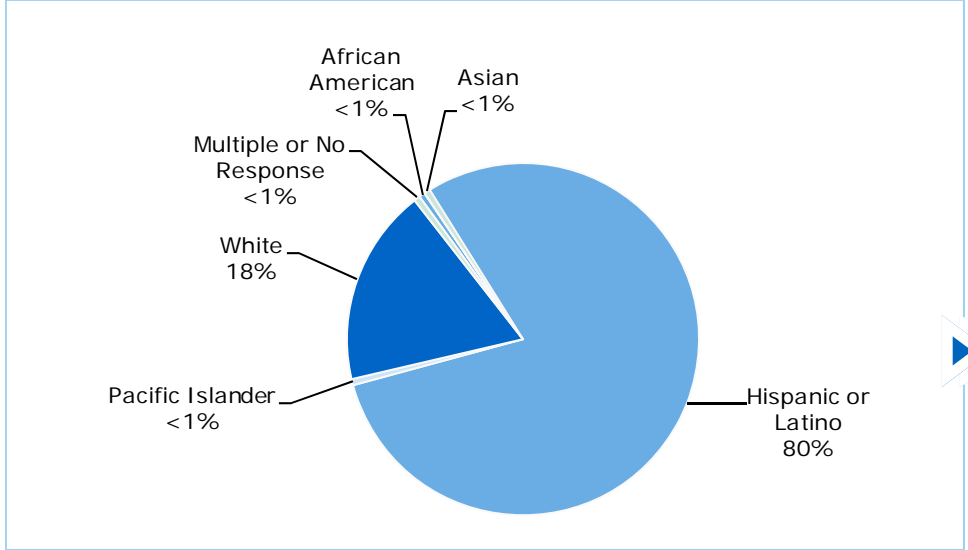
School Safety

The School Safety Plan addresses the response to civil unrest, bomb threats, earthquakes, fire, explosions or threats of explosion, windstorms, fallen aircraft, chemical accidents, floods, and war. Fire drills are conducted on a monthly basis. All visitors to the school are required to enter through the school office, sign in, and obtain visitor's passes. The Safety Plan is on file at the school office, and copies may be obtained by request. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2008.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	El Nido ES			El Nido ESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.154	0.191	0.158	0.154	0.191	0.158
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



Enrollment and Demographics

The total enrollment was 177 students for the 2007-08 school year.





School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings) <i>Repair Needed and Action Taken or Planned:</i> Office needed paint. Office was painted in July 2008.		✓		
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms <i>Repair Needed and Action Taken or Planned:</i> Need refurbishing and are slated for renovations in June 2009.			✓	
Sewer	✓			
Playground/School Grounds <i>Repair Needed and Action Taken or Planned:</i> Need cushioning under play area. Bark was added August 2008.			✓	
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on September 16, 2008, and the inspection form was most recently completed on September 16, 2008.

School Facilities

Students arrive at the school beginning at approximately 7:30 A.M. Breakfast is provided in the cafeteria for all students. At 8:00 A.M. students may go to the playground area or to the classrooms. School begins at 8:20 A.M. daily.

School grounds are kept clean, manicured, and attractive. The maintenance staff prides itself in the beauty of the grounds with trees and various plants and flowers that beautify the schoolyard. The buildings are refreshed with paint annually and new carpet is put in the rooms on a rotating basis every three to five years. There are two sets of restrooms on campus, both of which are cleaned and sanitized daily. All of the toilets and sinks in the bathrooms are in working order.

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School Facilities

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The custodial staff consists of one full-time and two part-time employees, who are all 12-month employees. One part-time custodian's regular hours are evening, after students have left; the other two work during the day.

Daily work includes bathroom cleaning, vacuuming and trash removal of all rooms, cleaning whiteboards, and occasional window cleaning, wall scrubbing, and tile mopping. The cafeteria is cleaned, swept, and mopped daily. Major maintenance, such as painting and floor waxing, are conducted on non-student days.

The El Nido School is situated on 10 acres of flat ground in the community of El Nido, California. There is one main classroom building, an office/cafeteria building, and seven portable rooms.

In addition, there is a workshop area and a supply storage building. The original school site was built at the turn of the century and was a one-school building. In 1952, a new school was constructed to accommodate the growing school population. The main school building was built in 1952 and modernized within the past seven years. There are seven portable classrooms on the campus used to meet the needs of our student enrollment. The buildings are well maintained and are in excellent working order in all aspects. This year the District has a new water supply. A new water storage tank has been installed and a building to house the filtration equipment was built.

The library has grown immensely in the past several years. The collection now consists of over 3,800 books, with more on order. There is also a computer lab with 12 computers for student use. There are also computer stations in each classroom.

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Textbooks and Instructional Materials

Textbooks are provided for all students for use in the classroom and at home. Teachers and the administration chose the current Standards-based language arts and mathematics texts from the California State-adopted textbook list. All textbooks in the core areas of language arts, mathematics, science, and social studies are State-adopted materials. Visual and performing arts are integrated into the core curriculum. The books are in good to excellent condition at all grade levels. The social studies editions were purchased new for the 2005-06 school year. Science and math editions were purchased new for the 2008-09 school year.

Each student at the school has his or her own textbook, with extras available for the classroom if needed. The annual textbook review, before materials are distributed to students, occurs in August preceding the school year.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
English-Language Arts	McDougal (6-8)	2003
Mathematics	Sadlier Oxford (K-5)	2008
Mathematics	Holt (6-8)	2008
Science	Harcourt Brace (K-5)	2008
Science	Glencoe (6-8)	2008
History-Social Science	Houghton Mifflin (K-8)	2007

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

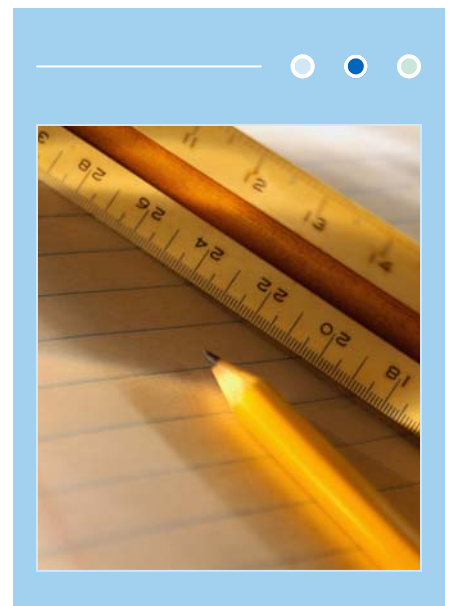
Note: This data was most recently collected and verified in September 2008.

School Facilities

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Several projects are being considered for facility improvement. Blacktop areas need replacing; a bus turnaround is needed for safety reasons; carpet needs replacing in the library; and renovation of student restrooms is needed. All these projects will be funded by the Deferred Maintenance Fund and are ongoing as funds are available.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$1,600 for the Deferred Maintenance Program. This represents 2% of the District's general fund budget.





California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	EI Nido ES			EI Nido ESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	33%	39%	39%	33%	39%	39%	42%	43%	46%
Mathematics	39%	47%	54%	39%	47%	54%	40%	40%	43%
Science	31%	37%	54%	31%	37%	54%	35%	38%	46%
History-Social Science	31%	12%	6%	31%	12%	6%	33%	33%	36%

CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	34%	51%	50%	9%
Female	47%	59%	62%	❖
Economically Disadvantaged	36%	52%	50%	❖
English Learners	32%	53%	60%	❖
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	33%	62%	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	31%	53%	58%	9%
Pacific Islander	❖	❖	❖	❖
White	61%	62%	45%	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	El Nido ES		El Nido ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	4	4	3
Similar Schools API Rank	10	10	9

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	-6	12	51	774
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-9	19	54	756
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	13	8	47	759
English Learners	12	-9	82	757
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Teacher Qualifications

Teacher Credential Information				
	El Nido ESD	El Nido ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	9	10	11	9
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	El Nido ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 0.0% of students in the fifth and seventh grades scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq/.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
El Nido ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	◆	◆

◆ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	El Nido ES	El Nido ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	El Nido ESD	Similar Sized District
Beginning Teacher Salary	\$39,192	\$37,322
Mid-Range Teacher Salary	\$53,794	\$53,824
Highest Teacher Salary	\$61,094	\$67,700
Average Principal Salary	⊗	\$85,507
Superintendent Salary	\$84,855	\$104,993
% of Budget for Teacher Salaries	33.7%	37.6%
% of Budget for Administrative Salaries	5.4%	6.4%

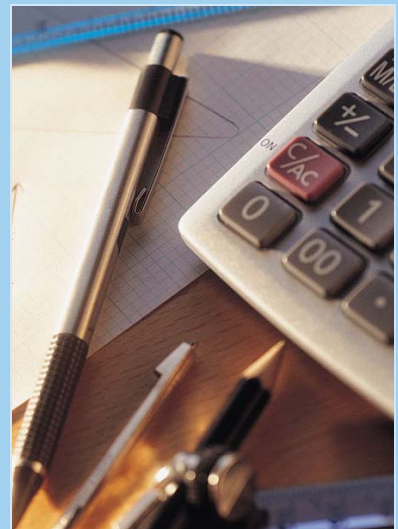
Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
El Nido ES	\$9,062	\$2,747	\$6,315	\$58,131
El Nido ESD			\$6,315	\$58,131
California			\$5,300	\$54,322
% Difference Between School and District			◆	◆
% Difference Between School and California			16.1%	6.6%

⊗ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

◆ Because El Nido Elementary School District is a single-site district, the percent difference does not apply.

Types of Services Funded

Several programs are funded to serve the needs of all students at El Nido Elementary School. Title I funds are used to meet the needs of targeted students, through personnel, professional development, and materials. Title III funds are used for English language learners and migrant students through the utilization of tutoring, summer school, additional personnel, and professional development. The school also participates in Class Size Reduction in grades K-3. The new teachers actively participate in Beginning Teacher Support and Assessment (BTSA) as needed.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of November 2008.