



## **Pine Grove Elementary**

School Accountability Report Card, 2006–2007  
Amador County Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

# Pine Grove Elementary

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

20101 State Hwy. 88  
Jackson, CA 95665  
Principal: Thomas Reed  
Phone: (209) 296-2800

## How to Contact Our District

217 Rex Ave.  
Jackson, CA 95642  
Phone: (209) 223-1750  
<http://www.amadorcoe.org>



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## » Principal's Message

We at Pine Grove Elementary School are committed to helping all children reach their potential by providing excellent academic instruction and broad interactive experiences. We emphasize achieving “personal best” and developing character throughout the school year.

Our community is very involved in our school, providing services, materials, and supplies to assist our staff in educating our students. Our parents' organization, We Are For Kids Association (WAFKA), conducts several fund-raisers, including a spring carnival, and donates all the proceeds to our school. Community groups provide incentives for our students to improve their academic performance. Volunteers regularly help in our classrooms, in yard supervision, and with campus beautification. Volunteers make it possible for our sixth grade students to participate in a competitive basketball league. Local organizations often offer grants for such purposes as the purchase of technology and agricultural education.

For students who need an extra boost in math or reading, we have a federally funded No Child Left Behind teacher who offers one-on-one and small-group help to qualifying students. Our site also accommodates the Indian Education Program, which provides quality help in academic achievement for American Indian children and adults. The Extended Learning Program provides afterschool care, including homework help. Gifted and Talented Education (GATE) students participate in the Odyssey of the Mind program as well as in special projects under the supervision of a district-provided teacher.

Thomas Reed, PRINCIPAL

### Grade range and calendar

**K-6**

TRADITIONAL

### Academic Performance Index

**824**

County Average: 775  
State Average: 763

### Student enrollment

**275**

County Average: 343  
State Average: 531

### Teachers

**13**

County Average: 16  
State Average: 26

### Students per teacher

**21**

County Average: 21  
State Average: 20

### Students per computer

**6**

County Average: 6  
State Average: 5

### **Major Achievements**

- We are proud of our school's Academic Performance Index (API) of 824. We believe our efforts in the classroom and through special programs have been the primary contributors to this excellent performance.
- Our teachers provide a variety of enrichment activities for their students. One third grade teacher helps his students produce a play. A fourth grade teacher takes his class for an overnight experience on a tall ship. Many of our teachers use the nearby Sierra Nevada hiking trails for extra-classroom education. Others take advantage of the theater performances in nearby Sacramento to enrich their curriculum. Our sixth grade students raise the funds for, and participate in, a week-long outdoor education experience. This past year the sixth grade students planned and executed a play day for the rest of the student body during the last week of school.

### **Focus for Improvement**

- Continue to align curriculum, instruction, and materials with the California Content Standards.
- Continue evaluating student progress based on standardized test scores and classroom assessments.
- Improve achievement by retaining personnel such as resource teachers, instructional aides, special education counselors, the Indian Education tutor, and parent volunteers.
- Continue to take advantage of the computer lab and classroom computers to reinforce student learning.
- Provide staff training and additional learning opportunities in science.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>824</b>
<b>Growth attained from prior year</b>	<b>+21</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

Pine Grove’s API was 824 (out of 1000). This is an increase of 21 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 803. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 7 out of 10.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

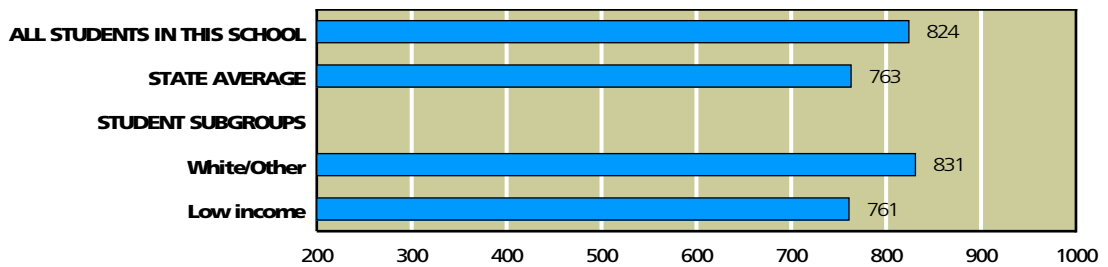
\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 4 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL   ● DID NOT MEET GOAL   — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

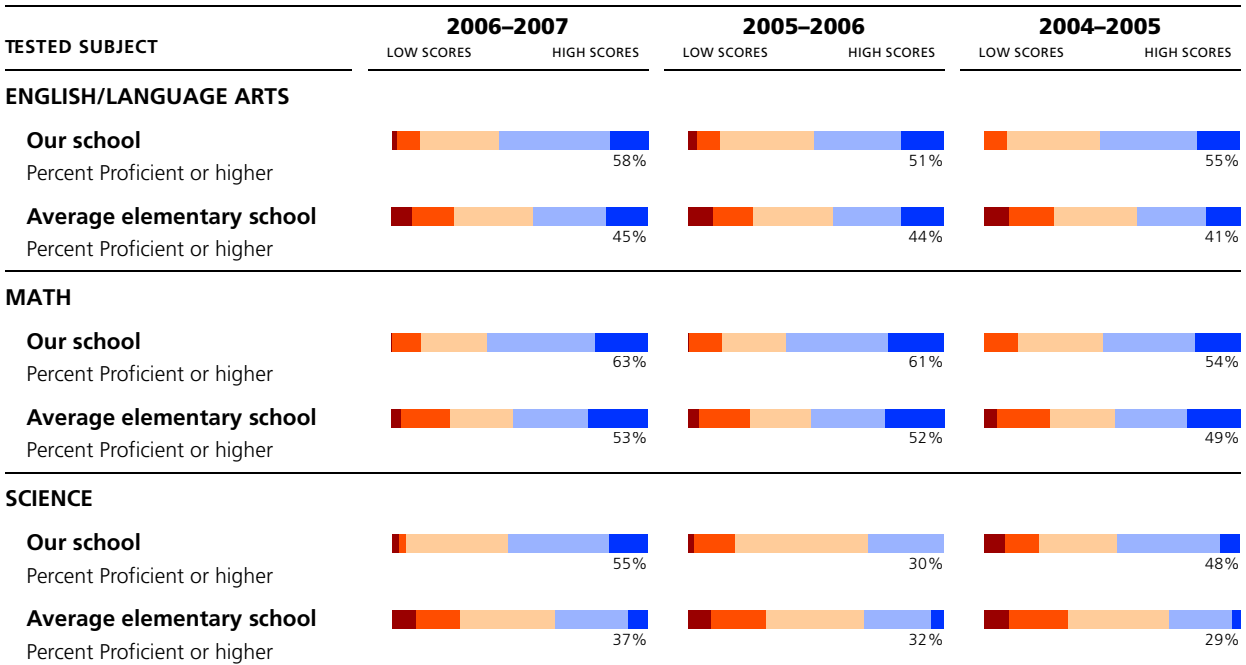
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			58%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 13 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			48%	100%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			45%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

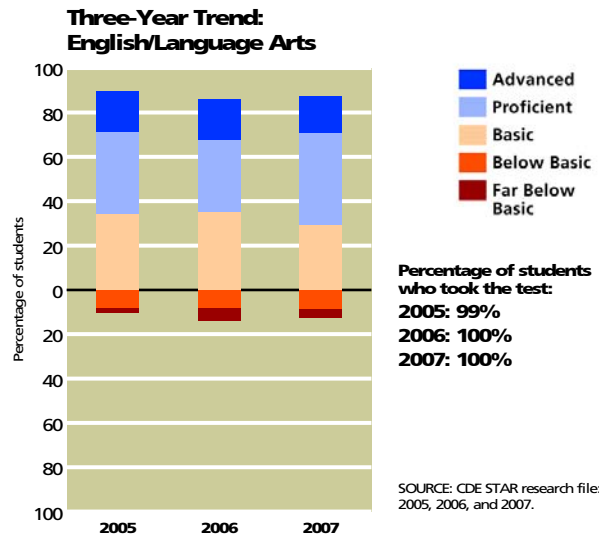
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			56%	117	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			61%	85	
<b>English proficient</b>			59%	199	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	2	
<b>Low income</b>			42%	54	<b>INCOME:</b> About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			62%	146	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	23	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			62%	179	
<b>White/Other</b>			61%	175	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



**Math**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			63%	100%	<b>SCHOOLWIDE AVERAGE:</b> About ten percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			44%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

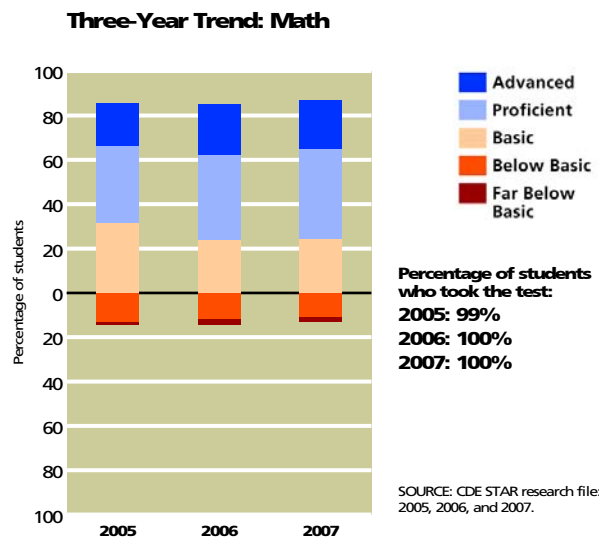
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			63%	116	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			62%	85	
English proficient			63%	198	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income			39%	54	<b>INCOME:</b> About 32 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			71%	146	
Learning disabled	NO DATA AVAILABLE		N/A	23	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			65%	178	
White/Other			64%	174	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			55%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 18 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			55%	98%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

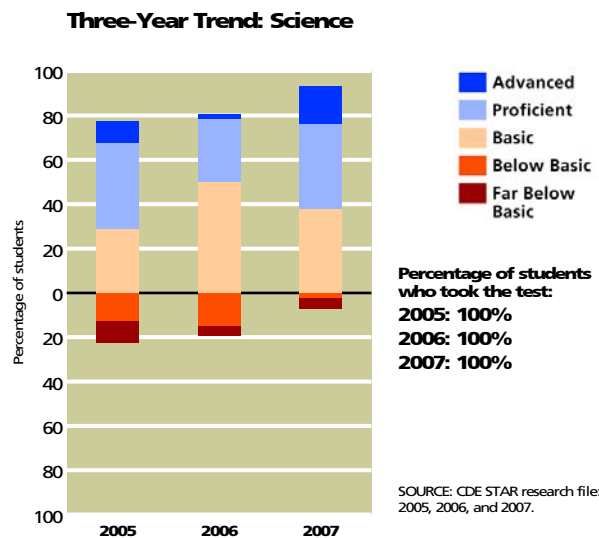
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	22	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	20	
<b>English proficient</b>			55%	42	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
<b>Not low income</b>			55%	31	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	5	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			54%	37	
<b>White/Other</b>			57%	35	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	19%	20%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	43%	50%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	10%	22%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	43%	49%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	21%	26%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	60%	57%	56%

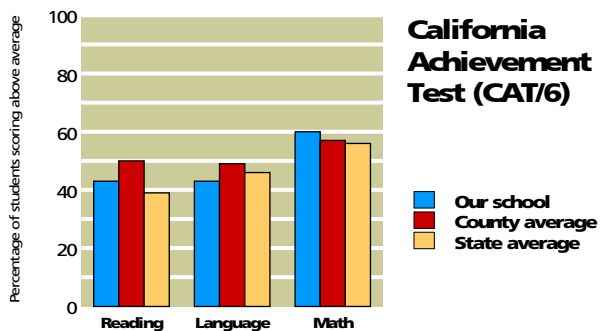
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Pine Grove, 43 percent of students scored at or above average in reading (compared to 39 percent statewide); 43 percent scored at or above average in language (compared to 46 percent statewide); and 60 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Pine Grove, 19 percent of students scored at the top in reading (compared to 15 percent statewide); ten percent scored at the top in language (compared to 19 percent statewide); and 21 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

### **Other Measures of Student Achievement**

We evaluate students' skills using results testing, oral questioning, written tests, and project-based evaluations. We assess English learners the same way, although we provide extra assistance to these students if needed. Additionally, English learners take the California English Language Development Test each year. We encourage parents to attend parent-teacher conferences on an ongoing basis. We send home progress reports approximately every four weeks. Most teachers send home weekly updates as well.

**STUDENTS**

**Students’ English Language Skills**

At Pine Grove, 99 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	99%	95%	68%
English learners	1%	5%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the two students classified as English learners. At Pine Grove, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	95%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	2%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	0%	2%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Pine Grove identify themselves as White/European American/Other. In fact, there are about 18 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Pine Grove. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	7%
Asian American/Pacific Islander	2%	1%	11%
Latino/Hispanic	5%	11%	50%
White/European American/Other	92%	87%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Pine Grove, 25 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	25%	32%	56%
Parents with some college	62%	67%	54%
Parents with college degree	27%	29%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 62 percent of the students at Pine Grove have attended college, and 27 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 65 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Pine Grove varies across grade levels from a low of 16 students to a high of 32. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Kindergarten</b>	16	18	20
<b>First grade</b>	16	19	19
<b>Second grade</b>	19	19	19
<b>Third grade</b>	17	19	20
<b>Fourth grade</b>	31	30	29
<b>Fifth grade</b>	32	28	29
<b>Sixth grade</b>	32	31	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

**Safety**

We require visitors to sign in at the office and wear a visitor’s badge while on campus. We supervise students before school, during recesses, and after school. Teachers and instructional aides monitor the campus during regular school hours.

We revise our safety plan at the beginning of every school year.

The key elements of our safety plan are the explanation of the Standardized Emergency Management System responsibilities and the procedures for fire, earthquakes, and wind storms. All staff receive refresher training at the beginning of each school year, and safety is always the first item discussed at every staff meeting.

As required by law, our school conducts a fire drill every month, an earthquake drill every quarter, and some type of disaster drill at least once per year.

**Discipline**

Our staff maintains high expectations for student behavior and trains students in conflict resolution and anger management, beginning in kindergarten. All classroom teachers post a list of simple rules to follow in the classroom and on the playground, and these rules are reviewed as needed. Teachers attempt to deal with all discipline issues, counseling students and contacting parents before sending the student to the principal’s office. The principal emphasizes resolution and responsibility, parental involvement, and positive reinforcement whenever possible. All teachers reward good behavior throughout each day. We also give out special awards at quarterly assemblies. We believe prevention is more efficient than treatment.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2006–2007</b>	13	10	5
<b>2005–2006</b>	4	11	5
<b>2004–2005</b>	1	6	5
<b>Expulsions per 100 students</b>			
<b>2006–2007</b>	0	0	2
<b>2005–2006</b>	0	0	0
<b>2004–2005</b>	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

Serious infractions of school rules always result in a visit with the principal. Suspensions are handed out only when other means of correcting behavior have failed or when the infraction is of a serious nature. We suspend students only for the 17 offenses listed in the California Education Code, Section 48900.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had 37 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

We follow the district homework guidelines, which encourage interaction between students and parents. For kindergartners and first through third graders, teachers assign 20 to 30 minutes of homework Monday through Thursday; for fourth through sixth graders, 30 to 45 minutes. Teachers also assign monthly projects and expect students to read or be read to for at least 30 minutes per night. We offer homework assistance through our extended-day program.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	17%	25%	25%
<b>Girls in Fitness Zone</b>	10%	32%	30%
<b>Fifth graders in Fitness Zone</b>	14%	21%	27%
<b>Seventh graders in Fitness Zone</b>	N/A	47%	29%
<b>Ninth graders in Fitness Zone</b>	N/A	N/A	23%
<b>All students in Fitness Zone</b>	14%	29%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

**Schedule**

Our school year consists of 180 days of instruction. A regular day begins at 7:50 a.m. and ends at 1:45 p.m. The school year generally begins around the middle of August and ends in the first part of June. There is a break of at least one week between quarters. Afterschool programs usually meet from 2 p.m. to 3:30 p.m. We generally schedule minimum days, which end two hours early, at the end of the first quarter, to accommodate parent conferences, and at the end of the school year. Our extended-day program runs from 1:45 p.m. to 6 p.m. Office hours are from 7:30 a.m. to 3:30 p.m.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Pine Grove Elementary’s principal has 17 years’ experience as a teacher and four as a principal, two of them at Pine Grove. Our principal has a bachelor’s degree in sociology and a master’s degree in divinity.

In order to maintain a high quality of instruction, it is essential that a strong, collaborative leadership works diligently to provide educational programs that are effective and set reasonable expectations for each student’s achievement and success. All Amador County schools recognize that a true partnership must exist between home and school. We encourage parents and community members to participate actively in the educational process.

Our School Site Council (SSC) meets at least monthly to analyze data and develop a plan of action for our school. Members are elected according to state guidelines and include credentialed and other employees and parents. The School Safety Committee meets at the beginning of each year and near the beginning of the second semester. Members are interested volunteers from the parent group and staff.

We hold faculty meetings at least once each month to address academic, facility, and student needs. Grade-level teachers meet to plan as needed. Other staff members meet periodically when questions or problems arise that need their attention. Communication is ongoing via email, school mail boxes, and the principal’s open-door policy.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	16	16	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	8%	7%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master’s degree or higher from a graduate school	46%	13%	33%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	54%	87%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About eight percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 16 years of experience. About 54 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 46 percent have completed a master’s degree or higher.

### Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	100%	97%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	0%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	0%	3%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Pine Grove hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Pine Grove holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Pine Grove hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	0%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is five percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is four percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	5%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	4%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

### Evaluating and Improving Teachers

We evaluate tenured teachers with ten or more years of experience in the district at least every five years; tenured teachers with fewer than ten years’ work experience in the district, every other year; and nontenured teachers, in each of their first two years of employment. Evaluations are based on criteria from the California Standards for the Teaching Profession. Teachers who wish to gain additional feedback concerning their teaching methods or other matters related to their daily tasks may apply for experienced peer help under the Peer Assistance and Review program.

### Staff Development

The district provides teachers with two days of staff development time before the beginning of school. Our SSC also provides funds for teachers to attend workshops or conferences that will help them improve their teaching techniques or increase their knowledge in a relevant subject area. This year teachers attended math, language arts, and fine arts conferences.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	12.0
2005–2006	7.0
2004–2005	7.0

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

### Substitute Teachers

We are fortunate to have a district pool of qualified teachers who serve as substitutes. Some of the substitutes we employ are retired credentialed teachers, and some are newly credentialed teachers looking for a full-time position. When we cannot find a substitute for a class, the principal steps in to teach.

### Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

### **Specialized Programs and Staff**

A nurse and a special education psychologist spend one day each week at our campus. A resource specialist works here full time. We have a speech/language specialist on site three days per week. We employ a librarian for 20 hours per week. A band teacher provides 50-minute lessons for fifth and sixth graders an average of every other day. Our parent club hired a local artist to teach a special art lesson.

**GIFTED AND TALENTED EDUCATION (GATE):** We identify GATE students beginning in the fourth grade and give them opportunities to participate in special programs throughout the school year. GATE students have the opportunity to participate in the Odyssey of the Mind program.

**SPECIAL EDUCATION PROGRAM:** In addition to our full-time resource specialist and her aide, we have a full-time teacher and three full-time aides to teach a severely handicapped Special Day Class (SDC). Lessons are based on each student's Individualized Education Plan (IEP). A special education occupational therapist works with the SDC students in hourly sessions twice a week.

**ENGLISH LEARNER PROGRAM:** We have a part-time bilingual aide who tests and instructs students designated as English learners. Four of our teachers have their Cross-cultural Language and Academic Development (CLAD) credentials or equivalents.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

The oldest building on campus was built in 1958 and currently houses four classrooms, two small offices, four student rest rooms, one staff rest room, and the cafeteria and kitchen. Another permanent building was added later and currently houses two classrooms, our main office, a library, a computer lab and two staff rest rooms. Nine portable/modular classrooms, a portable student rest room, and a portable staff room with a rest room currently sit on the rest of our five-acre campus.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

Each class can visit the library for 25 minutes each week, and individual or small groups of students can check out books at various times during the week. The librarian works part time.

**Computers**

We have 45 computers available for student use, which means that, on average, there is one computer for every six students. There are 18 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	6	6	5
<b>Internet-connected classrooms</b>	18	7	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Our computer lab is networked and has controlled Internet access. A mobile computer lab has been purchased and will be available to classrooms next year. Teachers may bring their classes to the lab to complete language arts, science, or math projects. Every classroom has at least one networked computer. We use many software programs, including Accelerated Reader, Accelerated Math, Excel, PowerPoint, Math Facts, and Kid Pix. The district provides training for teachers to increase their ability to integrate computer technology into the academic curriculum.

**Parent Involvement**

Our parent group, WAFKA, raises funds to support our school. It has provided student scholarships, helped subsidize the cost of aides' salaries, library personnel, classroom supplies, and paid for such campus improvements as the new, safer recycled rubber chips for the playground. The Spring Carnival is a major fund-raising activity. The SSC meets monthly and continuously re-evaluates the School Site Plan, including its goals and budget.

We welcome parental help in the classrooms. The contact person for parent involvement is Melissa Case, and she can be reached at (209) 295-2273.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$26,931,519	N/A	N/A
Expenses per student	\$6,170	\$7,583	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$26,394,418	N/A	N/A
Expenses per student	\$6,082	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,170 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$26,931,519. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$36,990	\$36,572
Midrange teacher's salary	\$53,309	\$55,815
Highest-paid teacher's salary	\$70,223	\$70,985
Average principal's salary (elementary school)	\$77,370	\$86,995
Superintendent's salary	\$123,754	\$128,495
Percentage of budget for teachers' salaries	39%	39%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

Last year several teachers provided afterschool math and reading clinics for students at risk of falling below grade level in those subjects. WAFKA provided funds to keep the same number of instructional aides and to increase the part-time librarian's hours. A safer surface for the playground equipment area was purchased with WAFKA funds and funds from a grant written by a WAFKA member.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	275
African American	1%
American Indian or Alaska Native	2%
Asian	1%
Filipino	0%
Hispanic or Latino	5%
Pacific Islander	0%
White (not Hispanic)	79%
Multiple or no response	11%
Socioeconomically disadvantaged	26%
English learners	1%
Students with disabilities	11%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	32
Grade 1	38
Grade 2	33
Grade 3	42
Grade 4	40
Grade 5	43
Grade 6	47
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.











