

SARC Features Tour

Focus for Improvement

- A** Fully implement the Open Court reading program.
- Provide monthly professional learning activities focusing on analyzing data and planning lessons according to student needs.
- Identify and assess key areas of instruction for each grade level.
- Support struggling readers through intervention programs and small group instruction.
- Support all levels of learners.
- Increase parent involvement in their child's academic progress and school activities.

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 state Dept. of Education (CDE) calculates our school's API score using student test results from the California Standards Test, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Prairie's API was 696 (out of 1000). This is an increase of 39 points compared to last year's API. About 99 percent of students took the test, which did meet the state's required participation rate of 95 percent.

API RANKINGS: Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all elementary schools in the state. Compared to all elementary schools in California, our school currently ranks 4 out of 10.

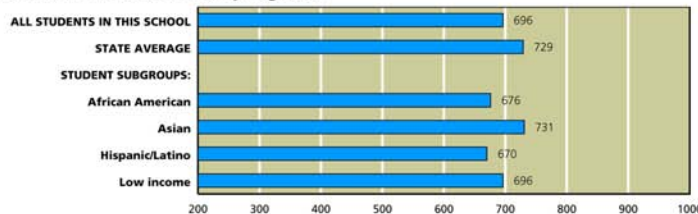
We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 9 out of 10.

API GROWTH TARGETS: Each year, the state sets specific API "growth targets" for every school. They assign one growth target for the entire school, and they set 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 for awards, such as the Governor's Performance Award; if they do not, they may receive sanctions. We met our assigned growth targets during the 2002–2003 school year and qualified for the Governor's Performance Award. Just for reference, 82 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	696
Growth attained from prior year	+39
Met subgroup* growth targets	Yes
Governor's Performance Award	Yes
Underperforming school	No

SOURCE: API based on spring 2003 test cycle. Growth scores alone are displayed, and are current as of February 2004.
*Ethnic or socioeconomic groups of students that make up 15% or more of a school's student body. These groups must meet AYP and API goals. NP - Results pending due to challenge by school. NA - Results not available.

Academic Performance Index, Spring 2003



SOURCE: Academic Performance Index based on spring 2003 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.

Elk Grove Unified School District

A This section highlights the areas we are emphasizing in our improvement efforts.

B Here you can review our API in more detail, including how much our API has grown or declined from year to year, and any awards or sanctions we may have received.

C We've calculated APIs for different groups of students. Here you can compare how these students are performing academically to other student groups and to our entire student body.

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Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the California Standards Test (13.6 percent on the English test and 16 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase the API by one point. Third, 95 percent of the student body must take the required standardized tests.

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

Adequate Yearly Progress, Detail by Subgroup

● DID MEET GOAL ● DID NOT MEET GOAL ● RESULTS PENDING

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 13.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 16% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
Asian	●	●	●	●
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of January 2004, Calif. Dept. of Education

FEDERAL AYP ADEQUATE YEARLY PROGRESS

Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School	No

SOURCE: AYP is based on Phase I, II, and III results released by the CDE between October 2003 and March 2004.
*Ethnic or socioeconomic groups of students that make up 15% or more of a school's student body. These groups must meet AYP and API goals. NP - Results pending due to challenge by school. N/A - Results not available.

The table at left shows where we met our AYP goals. The gray dots represent where we've met our goals; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as "adequate yearly progress."

Elk Grove Unified School District

A This table shows how well our school is performing against a federal measure called "adequate yearly progress" or AYP. Each line shows whether we met the specific requirements by which AYP is determined.

B Program Improvement is a federal designation of schools that have not made AYP for two consecutive years. Schools in Program Improvement must offer special services such as free transfers to better-performing schools and tutoring.

C Here we show how well different groups of students are achieving AYP.

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STUDENT ACHIEVEMENT

California Standards Test

The California Standards Tests (CST) are a set of tests given only to students in California, based solely on our state's standards. The tests help us see how well our students are mastering the subject matter content and skills set by our State Board of Education. Students are scored against five established measures of proficiency and not against each other. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

The following tables show the scores of students who took these tests. At the top, you can see how our students scored compared to other elementary school students in the state. Below our schoolwide results you'll find the scores for significant groups of students in our school, compared to each other, and showing just those scoring proficient and advanced.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			29%	99%	SCHOOLWIDE AVERAGE: About seven percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			36%	98%	

English/Language Arts, by subgroup

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 HIGHER	STUDENTS TESTED	COMMENTS
Boys			26%	405	GENDER: About eight percent more girls than boys at our school scored proficient or higher.
Girls			34%	386	
English proficient			36%	470	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			19%	320	
Low income			29%	791	INCOME: We cannot make a valid comparison of test scores for these two student groups because the number of students tested who were not from low income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled			0%	71	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			32%	720	
African American			23%	234	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American			37%	125	
Hispanic			26%	271	
Pacific Islander			39%	64	
White			29%	42	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents elementary schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release 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.

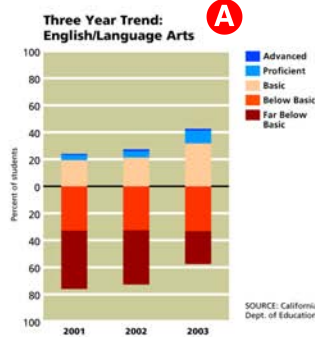
Elk Grove Unified School District

- A** We summarize the results of the California Standards Tests to show our schoolwide results compared to schools of the same grade range (elementary, middle, and high schools) in the state.
- B** We show the percent of students scoring "proficient or higher" on the tests.
- C** We break out the test scores of various student groups for your comparison.

SARC Features Tour

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

B You can read the California standards for English/language arts for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade at the California Department of Education's Web site.



A This chart exhibits our schoolwide scores on the California Standards Test. We show the scores over three consecutive years so that you can view our progress over time.

B These links take you to the state's educational standards and will help you understand the concepts and skills students are expected to master at each grade level.

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Prairie Elementary School School Accountability Report Card, 2003-2004
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STUDENTS

Students' English Language Skills

At Prairie, 59 percent of students were considered to be proficient in English, compared to 67 percent of elementary school students in California overall. Of the 41 percent of Prairie students who were still learning English, 21 percent advanced to English proficiency since the census of 2002–2003.

Home Languages of Students Learning English

Please note that the adjacent table describes the home languages of just the 451 students classified as English learners. At Prairie, the language these students most often speak at home is Spanish. In California, it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

Ethnicity

Most students at Prairie identify themselves as Latino/Hispanic or African American. The state of California allows citizens to choose more than one ethnic identity, or to select "multi-ethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

Family Income and Education

The **free or reduced-priced meal** subsidy goes to students whose families earn less than \$34,040 a year (based on a family of four). At Prairie, 77 percent of the students qualified for this program, compared to 55 percent of students in California.

The parents of 36 percent of the students at Prairie have attended college, and 14 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	59%	78%	67%
English learners	41%	22%	33%

SOURCE: Language Census for school year 2002–2003. County and state averages represent elementary schools only.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	55%	47%	85%
Vietnamese	8%	5%	2%
Hmong	11%	15%	1%
Cantonese	3%	4%	2%
Filipino/Tagalog	4%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	0%	0%	1%
All other	19%	28%	7%

SOURCE: Language Census for school year 2002–2003. County and state averages represent elementary schools only.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	30%	16%	8%
Asian American/Pacific Islander	27%	16%	10%
Latino/Hispanic	34%	22%	48%
White/European American/Other	9%	46%	33%

SOURCE: CBEDS census of October 2002. County and state averages represent elementary schools only.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	77%	48%	55%
Parents with some college	36%	57%	51%
Parents with college degree	14%	30%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2002–2003 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.

Elk Grove Unified School District

A Here we report how many students at our school are learning English compared to students at other schools in the county and state.

B We also show the languages other than English spoken by students at our school.

C The facts in this table offer a window into the community our school serves. The level of parent literacy can have a strong influence on a student's readiness to learn.

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LEADERSHIP, TEACHERS, AND STAFF

Principal

A Jacqueline Defendis has been principal of this school for seven years. Our principal has seven years of experience as a principal, three years as an assistant principal, five years as a Guidance Learning Director, seven years as a teacher trainer, and eight years as a teacher.

Hearing every voice in our school community is important to us. Our school leadership team meets each week to plan school improvement. Members take recommendations about our school program to the entire staff and the School Site Council for approval. Student Council representatives serve on the School Site Council. Our ELAC parent group hears recommendations about our English learner program.

Teacher Experience, Credentials and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years teaching experience	14	14	12
Newer teachers	Percent of teachers with one or two years of teaching experience	13%	14%	15%
Employed in district	Average years employed in this district	11	10	10
Elementary credential holders	Percent of staff holding an elementary credential	60%	54%	52%
Secondary credential holders	Percent of staff holding a secondary or single-subject credential	67%	71%	63%
Trainee credential holders	Percent of staff holding an internship credential	0%	4%	7%
Emergency permit holders	Percent of staff holding an emergency permit	17%	12%	11%
Higher education	Percent of teachers holding a master's degree or higher	37%	28%	31%

SOURCE: Professional Assignment and Information Form (PAIF), October 2002. This is completed by teachers during the CBEDS census. County and state averages represent middle 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.

Pajaro's teachers have, on average, about 14 years of experience, compared to about 12 years of experience for middle school teachers throughout the state.

About 67 percent of the faculty at Pajaro hold the secondary credential, which is sometimes called the single-subject credential. This is pretty close to the average for California middle school teachers, which is 63 percent.

None of the faculty at Pajaro hold trainee credentials. In comparison, seven percent of middle school teachers throughout the state hold trainee credentials.

At Pajaro, 17 percent of our faculty hold emergency permits. In comparison, 11 percent of middle school teachers throughout the state hold these emergency permits.

Evaluating and Improving Teachers

All certificated staff participates in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and an observation by the evaluating administrator. Teachers complete both a midyear and a final assessment.

Staff Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training.

Pajaro Valley Unified School District

A Here we provide more information about our principals' qualifications and experience, and how teachers and parents are involved in school decisions.

B This table presents important facts about the teachers at our school, including the credentials our teachers hold and the number of years they've been teaching in our district. These facts can provide insight into how prepared our teachers are to teach in the classroom.

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STUDENT ACHIEVEMENT

California Standards Test

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To qualify to take any of the California Standards Tests, a student must be studying material relevant to the exam. For example, to take the algebra I test, a student must be enrolled in or have completed the algebra I course. The adjacent table shows the percent of our students who participated in various California Standards Tests compared to other students in the state. Participation rates in the California Standards Test are one way to view the type of curriculum that we provide at our school.

The following tables show the scores of students who took these tests. At the top, you can see how our students scored compared to other high school students in the state. Below our schoolwide results you'll find the scores for significant groups of students in our school, compared to each other, and showing just those scoring proficient and advanced.

SUBJECT	PERCENT OF STUDENTS TAKING TEST		PERCENT OF STUDENTS SCORING PROFICIENT OR HIGHER	
	OUR SCHOOL	STATE AVERAGE	OUR SCHOOL	STATE AVERAGE
English/language arts	92%	94%	44%	36%
General math	6%	12%	2%	15%
Algebra I	21%	27%	10%	14%
Geometry	21%	20%	23%	25%
Algebra II	14%	13%	19%	29%
Summative math	5%	6%	48%	45%
World history	91%	92%	28%	28%
U.S. history	83%	89%	37%	36%
Biology	26%	26%	49%	37%
Chemistry	15%	12%	39%	31%
Earth science	4%	7%	11%	22%
Physics	9%	3%	39%	30%

SOURCE: The scores and participation rates for the California Standards Tests are from the spring 2003 test cycle as reported by the California State Department of Education. State averages represent high schools only.



HIGH-SCHOOL SPECIFIC FEATURES:

A Participation rates in the various California Standards Tests reveal how many students are taking advantage of higher-level courses offered at our school.

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Aptos High School School Accountability Report Card, 2002-2003 Page 6

A Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			23%	21%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			25%	20%	

Geometry, by subgroup

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 HIGHER	STUDENTS TESTED	COMMENTS
Boys			23%	150	GENDER: About the same percent of boys and girls at our school scored proficient or higher.
Girls			22%	148	
English proficient			24%	275	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			4%	23	
Learning disabled	NO DATA AVAILABLE		N/A	6	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			23%	289	
Low income			4%	51	INCOME: About 22 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			26%	247	
African American	DATA STATISTICALLY UNRELIABLE		N/A	N/A	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap. When fewer than 40 students of any subgroup schoolwide take this test, their results are likely to lack statistical reliability. When this occurs, you'll see the phrase "Data statistically unreliable" in the second column to the left.
Asian American	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Filipino	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Hispanic			8%	93	
Pacific Islander	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
White			30%	192	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release 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.

Pajaro Valley Unified School District

HIGH-SCHOOL SPECIFIC FEATURES:

A In addition to information about our students' general math skills, we show course-specific views of test results, such as geometry (in high school) and Algebra (in middle school). This information shows how students are doing in more advanced math courses.

SARC Features Tour

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

AHS offers SAT-I preparation on campus through the Edge, Kaplan, and U.C. College Prep Initiative. The school newsletter advertises online A.P., the UCSC honors program, and College Nights to encourage further schooling. We post a guidance department event calendar online. To assist the college application process, we offer grade-level parent nights, financial aid presentations during the day for students and during the evening for parents, application workshops by university officers, and application essay workshops.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT-I verbal	Average score of juniors and seniors taking the test, 2002-2003	524	514	494
SAT-I math	Average score of juniors and seniors taking the test, 2002-2003	534	533	518
SAT-I participation rate	Percent of seniors who took the test, 2002-2003	54%	41%	40%
Advanced classes	Ratio of the number of advanced placement classes taken and passed, to the number of juniors and seniors, 2002-2003	26%	18%	21%
Students meeting UC or CSU course requirements	Percent of graduates passing all of the courses required for admission to the UC or CSU systems, 2002-2003	43%	42%	36%
Students attending UC	Percent of graduates who actually attended any campus of the University of California system, 2001-2002	13%	14%	8%
Students attending CSU	Percent of graduates who actually attended any campus of the California State University system, 2001-2002	14%	11%	11%
Students attending community colleges	Percent of graduates who actually attended any campus of the California community college system, 2001-2002	29%	35%	34%

A

SOURCE: SAT-I test data provided by the College Board for the 2001-2002 school year. They also provide the information about Advanced Placement courses taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2002. Enrollment in UC/CSU qualifying courses comes from the PAIR report of October 2002. County and state averages represent high schools only.

In the 2002-2003 academic year, 54 percent of Aptos students took the SAT-I, compared to 40 percent of high school students in California.

Aptos students scored 524 on the verbal portion of the SAT-I, compared to 494 for students throughout the state. On the math portion of the SAT-I, Aptos students scored 534 compared to 518 for students throughout the state.

Advanced Placement classes (AP) are a useful indicator of how college-oriented students are doing. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Aptos, the number of AP exams taken and passed was 26 per 100 juniors and seniors. In California, by comparison, high school students successfully completed AP classes at a rate of 21 per 100 juniors and seniors.

The percent of Aptos's students taking courses required for admission to the University of California or the California State University system was 43 percent, compared to 36 percent for students in the state. This is an indicator of whether the school is offering, and students are taking, the classes required for admission to the University of California or California State University systems.

College attendance data is limited to public colleges in California. Out of Aptos's 2002 graduating class, 57 percent went on to enroll in some part of the California public college system, compared to 53 percent of students throughout the state. Here's the detail: 13 percent of the graduating class went to UC campuses, 14 percent went to CSU campuses, and 29 percent went to two-year colleges in the community college system.

HIGH-SCHOOL SPECIFIC FEATURES:

A Here you can see how many of our students are taking the courses and tests required for college admission, and the percentage of students from our previous senior class who have gone on to attend state universities or community colleges.