



Old Adobe Elementary School

School Accountability Report Card, 2006–2007
Old Adobe Union School District



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

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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

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

2856 Adobe Road
Petaluma, CA 94954
Principal: Jeff Williamson
Phone: (707) 765-4301

How to Contact Our District

845 Crinella Dr.
Petaluma, CA 94954
Phone: (707) 765-4321
<http://www.oldadobe.org>



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» Principal's Message

Old Adobe is a very special place for teaching and learning. The staff is committed to helping students succeed and has many years of teaching experience. Old Adobe is a small school that serves grades kindergarten through six. The country-school atmosphere allows us to give our students the individual attention they deserve, and our parents are involved as partners in their child's education. Old Adobe School is focused on providing an education that enables our students to exceed our expectations and weave together a learning community involving all of the stakeholders in a community.

During the 2006–2007 school year Old Adobe School underwent some significant changes. A new principal, Jeff Williamson, came to the school and Old Adobe worked at refining the vision of infusing the curriculum with visual and performing arts. We began the year with a full day of Music in Education program training for the teachers. Our effort to find ways to integrate visual and performing arts into the curriculum continued throughout the year.

The staff and parents worked together to coordinate their efforts in fund-raising, event planning, and tightening the partnership between the home and classrooms. We are currently addressing how to offer a well-rounded curriculum while infusing visual and performing arts in every classroom, as well as how to verify its effect on our students. This complex issue is driving our efforts in professional development and the use of other resources.

Old Adobe is a unique place that does face some challenges. We are working to create an even closer learning community with open communication between all stakeholders, and we are focusing our efforts on programs and strategies proven to help students succeed and grow. Writing by Design is a coordinated writing program that our teachers are putting in place. We are also examining our student data to identify students who may need support and examining our use of resources to be sure we are providing it. Old Adobe is a great school and we are working together to make it even better.

Jeff Williamson, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

837

County Average: 795
State Average: 763

Student enrollment

271

County Average: 348
State Average: 531

Teachers

13

County Average: 18
State Average: 26

Students per teacher

21

County Average: 19
State Average: 20

Students per computer

5

County Average: 5
State Average: 5

Major Achievements

- Old Adobe School is proud of many accomplishments over the past year. We worked to establish a schoolwide emphasis on visual and performing arts to enhance our curriculum and provide us with tools for implementing more effective teaching strategies. This will allow us to form community partnerships, building capacity in our staff while making our school an integral part of our local community.
- Many of our teachers have attended professional development over the past year. This has included working with the San Francisco Symphony and Wells Fargo Center for the Arts to integrate music into the curriculum, and bringing leadership to the infusion of the arts into curriculum.
- Our students take many field trips throughout the area, from the Hall of Science to Point Reyes. Along with these distance trips, our students learn about the local creek and they visit nearby ranches. This gives them an understanding of the local community and its history while connecting them to the broader world and builds background knowledge that can enrich the classroom experience.
- Old Adobe has many successes to celebrate but we are a great school partly because we reflect together on how to improve.

Focus for Improvement

- Continue to provide a well-rounded, standards-based curriculum integrating visual and performing arts and supported by current learning theory. This is our primary focus for improving our school.
- Integrate visual and performing arts to enhance our curriculum in a way that we can verify makes our students more successful.
- Involve parents as partners in their children's education in ways that raise student achievement and growth.
- Implement the Writing by Design program in every classroom.
- Use the student data tools available to us to inform and improve instruction.
- Bring educational technology to our school to positively impact learning.
- Work with consultants to bring the arts into our classrooms and attend outside training to develop our expertise in improving our delivery of instruction. We continue to focus on using the arts as a tool for increasing our students' understanding of the world around them and to deepen their understanding of the curriculum taught in the classrooms.
- Bring technology into the classrooms. We have made some significant gains in this area, such as adding data projectors, new computers, Flexcams, a Smartboard, and other tools to enhance instruction and learning in the classrooms.

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 API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	837
Growth attained from prior year	-27
Met subgroup* growth targets	Yes
Underperforming school	No

Old Adobe’s API was 837 (out of 1000). This is a decline of 27 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 864. 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 9 out of 10.

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

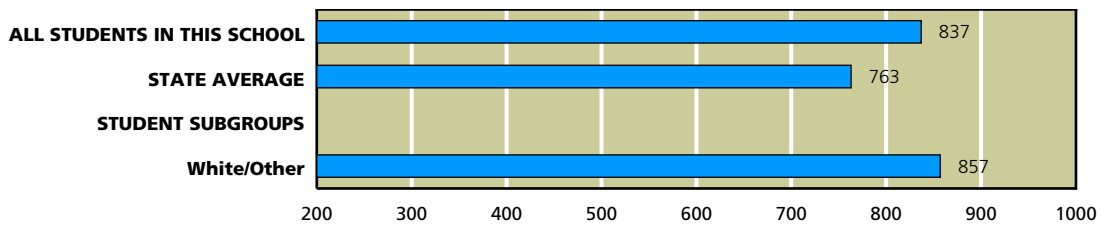
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

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 6 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 nine 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 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 in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 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?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of March 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.

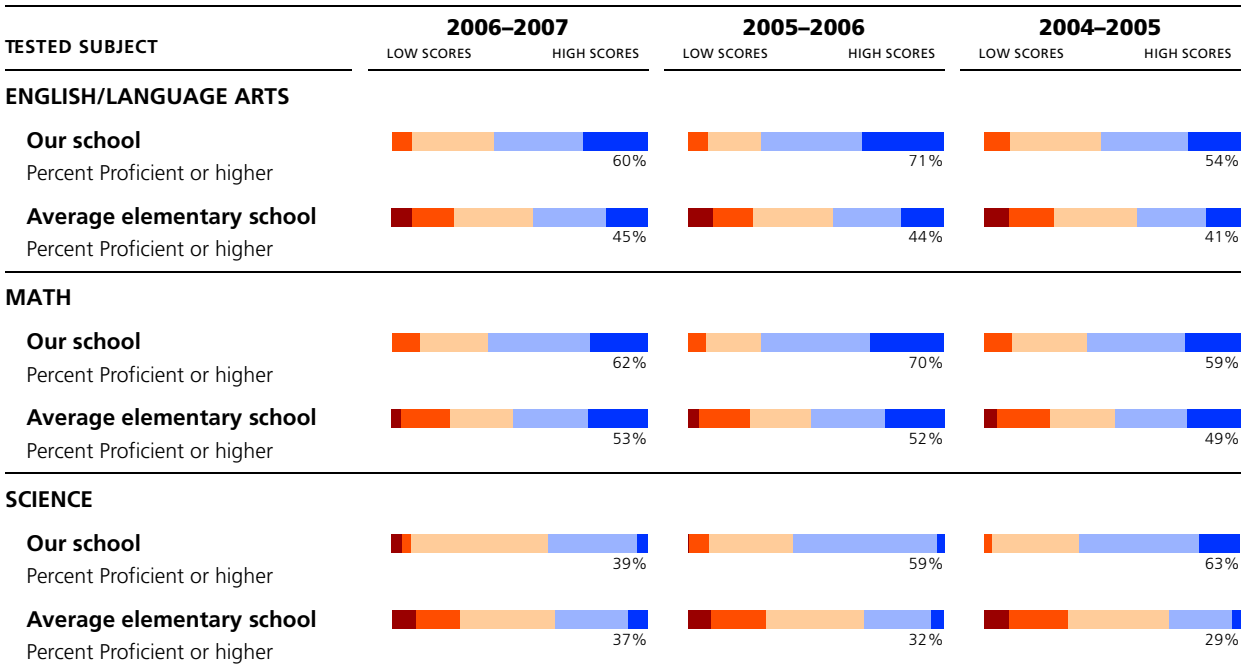
STUDENT ACHIEVEMENT

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
SCHOOLWIDE AVERAGE			60%	99%	SCHOOLWIDE AVERAGE: About 15 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

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

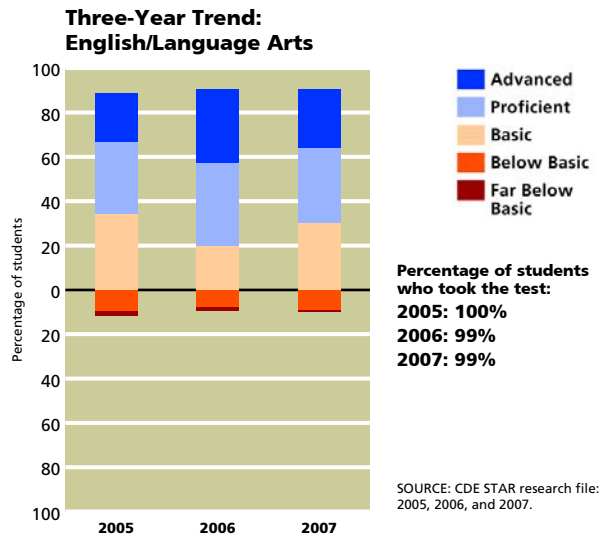
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			60%	103	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			60%	95	
English proficient			67%	169	ENGLISH PROFICIENCY: 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	29	
Low income	NO DATA AVAILABLE		N/A	26	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			67%	172	
Learning disabled	NO DATA AVAILABLE		N/A	18	LEARNING DISABILITIES: 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			60%	180	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	28	ETHNICITY: 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.
White/Other			68%	145	

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).

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			62%	100%	SCHOOLWIDE AVERAGE: About nine percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			51%	96%	
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**

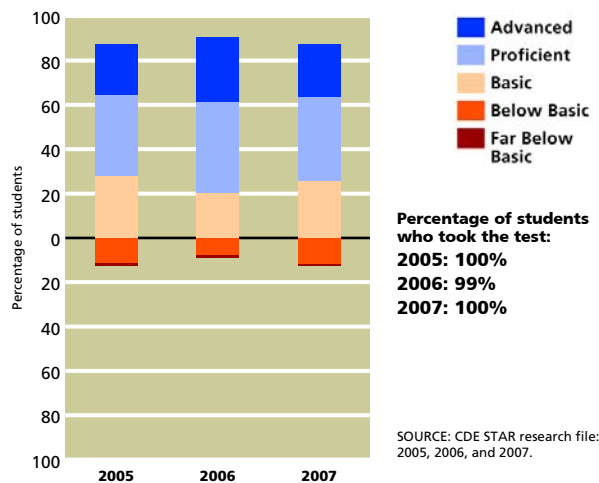
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			69%	104	GENDER: About 15 percent more boys than girls at our school scored Proficient or Advanced.
Girls			54%	95	
English proficient			64%	169	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	30	
Low income	NO DATA AVAILABLE		N/A	27	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			64%	172	
Learning disabled	NO DATA AVAILABLE		N/A	18	LEARNING DISABILITIES: 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			62%	181	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	29	ETHNICITY: 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.
White/Other			63%	145	

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

Three-Year Trend: Math



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
SCHOOLWIDE AVERAGE			39%	100%	SCHOOLWIDE AVERAGE: About two percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			43%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			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**

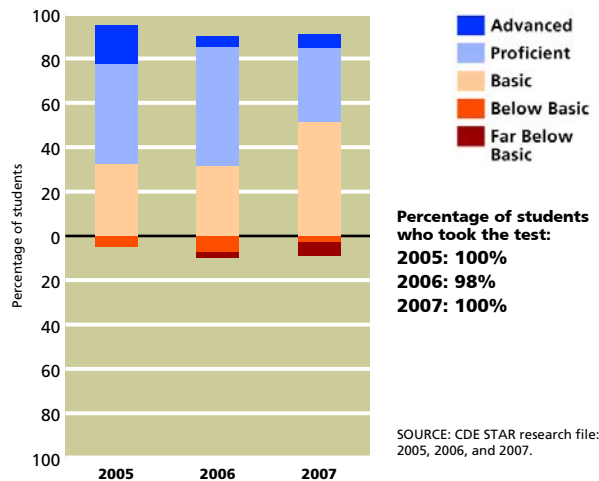
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	20	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	13	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	23	ENGLISH PROFICIENCY: 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	10	
Low income	NO DATA AVAILABLE		N/A	10	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	23	
Learning disabled	NO DATA AVAILABLE		N/A	2	LEARNING DISABILITIES: 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			39%	31	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: 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.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	18	

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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.

Three-Year Trend: Science



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
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	38%	22%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	47%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	35%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	63%	52%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	32%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	61%	60%	56%

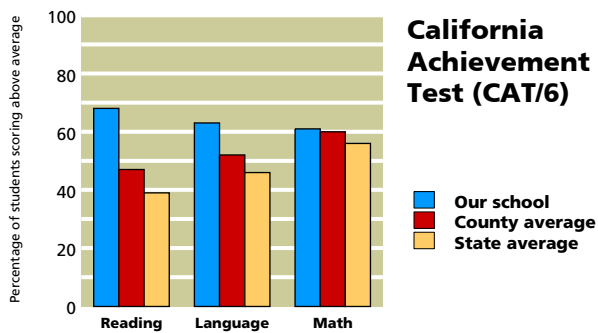
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 Old Adobe, 68 percent of students scored at or above average in reading (compared to 39 percent statewide); 63 percent scored at or above average in language (compared to 46 percent statewide); and 61 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 reading.

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 Old Adobe, 38 percent of students scored at the top in reading (compared to 15 percent statewide); 35 percent scored at the top in language (compared to 19 percent statewide); and 32 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was reading.

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

The professional educators at Old Adobe use many measures to track student performance and to plan instruction. We use the standardized test results to inform the community of the school's progress and to form interventions for students early in the school year. Our district also uses several forms of assessments that our teachers are becoming familiar with. The Rigby Reading Assessments are used along with DIBELS reading inventories for grades kindergarten through three. More information about these assessments and how they can be used to help your child is available from your child's teacher.

Teachers look at test items released from the state, state standards, district goals, and other sources to guide their curriculum. They assess students using writing, presentations, and other measures to track student progress toward standards.

Assessment results are available through the school office or the individual teacher. Student progress is communicated through parent conferences, progress reports, and report cards. We encourage parents to visit their child's classroom to not only see their children's progress, but also to become partners in helping children succeed.

We have begun to work on common assessments with our teachers. Our teachers meet in grade-level teams and plan their instruction for a two-week period and how they will assess the students' learning. The grade-level teams then meet and review student progress and reflect on what went well, and share ideas on how to improve student progress. This process is new for us and we are excited about the possibilities for improving student learning.

STUDENTS

Students’ English Language Skills

At Old Adobe, 84 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	84%	68%	68%
English learners	16%	32%	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 43 students classified as English learners. At Old Adobe, 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	88%	93%	85%
Vietnamese	2%	1%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	10%	5%	9%

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

Ethnicity

Most students at Old Adobe identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Old Adobe. 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%	2%	7%
Asian American/Pacific Islander	9%	5%	11%
Latino/Hispanic	18%	38%	50%
White/European American/Other	72%	54%	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 Old Adobe, 15 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	15%	44%	56%
Parents with some college	84%	59%	54%
Parents with college degree	63%	35%	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 84 percent of the students at Old Adobe have attended college, and 63 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 68 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 Old Adobe varies across grade levels from a low of 17 students to a high of 32. Our average class size schoolwide is 23 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
Kindergarten	19	19	20
First grade	17	19	19
Second grade	20	20	19
Third grade	20	20	20
Fourth grade	28	27	29
Fifth grade	N/A	27	29
Sixth grade	32	27	29

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

Safety

Our school campus is monitored from 7:45 a.m. until 4 p.m. daily. The students are supervised from 8:15 a.m. until 3:15 p.m. The teachers, yard supervisors, and other staff monitor students while they are at school. All staff regularly reviews the rules for safe behavior in the classrooms as well as outside the classrooms.

Visitors to our campus are required to check in at the office and school staff monitors visitors to our campus. Our school safety plan is revised annually and reviewed with staff in our regular meetings. The safety plan is available in the office. We hold fire, disaster, and intruder drills throughout the year, and we discuss the performance on these drills with staff in order to improve safety.

Discipline

Our staff works to instill positive values and behaviors in our students. This has been largely successful in our school and will continue. When there are misbehaviors, we deal with them on a case-by-case basis and focus on changing behavior, providing appropriate consequences, and maintaining the dignity of all involved. The principal and teacher in charge work with families and staff to deal with these issues effectively. When a severe infraction occurs it is dealt with according to the California Education Code and Old Adobe District policies.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	1	4	5
2005–2006	0	4	5
2004–2005	0	3	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	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.

Old Adobe truly has a wonderful student population and a staff dedicated to helping them work collaboratively and play together in ways that allow them to appreciate those around them.

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 two 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

Homework is intended to enhance the instruction in the classroom and to solidify skills learned at school. This may involve reading with a family member or practicing a math worksheet. Our teachers will assign homework intended to help children succeed. If homework becomes a struggle for you and your children, please see your child’s teacher so that an effective homework program can be put in place for your family.

Schedule

Our students attend school for 180 days of the year. The year begins on August 23 and ends June 7. Our school day begins at 8:30 a.m. and ends at 3:05 p.m. Old Adobe School offers a before-school and afterschool program throughout the year. These range from Japanese origami to math tutoring. Check with the school office for more information.

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
Boys in Fitness Zone	25%	27%	25%
Girls in Fitness Zone	38%	33%	30%
Fifth graders in Fitness Zone	30%	30%	27%
Seventh graders in Fitness Zone	N/A	31%	29%
Ninth graders in Fitness Zone	N/A	11%	23%
All students in Fitness Zone	30%	30%	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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jeff Williamson is in his second year as principal of Old Adobe. He has five years of experience as an assistant principal and ten years of experience teaching grades four through six. Mr. Williamson has worked in various school settings with diverse student needs. He has been a technology coordinator for his school district and has worked with students learning English. He has also been involved in professional development for educators in many different settings.

Many people work together to provide leadership for our school. The superintendent, school board, and district office provide policies that guide much of what we do and they put adopted curriculum and programs in place. The school principal helps provide much of the day-to-day leadership in the school and coordinates other leadership groups that function within the school community.

The School Site Council (SSC) oversees the spending and direction of the school in using its resources of money and staff. The English Language Advisory Council (ELAC) works to provide leadership for our programs for students learning English. The PTO provides leadership in parent activities and fundraising. The Student Council provides leadership in planning student and schoolwide activities.

Professional educators on staff provide leadership in many areas, including professional development, use of school resources, and setting school routines and procedures. Parents, students, and community members all are involved in making decisions for the school.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	22	15	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	7%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	7%	19%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	93%	81%	67%

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

None of our teachers has 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, 22 years of experience. About 93 percent of our teachers hold only a bachelor's degree from a four-year college or university. About seven percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	3%
Teachers with waivers	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 Old Adobe hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Old Adobe 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 Old Adobe 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
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	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 zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is zero 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
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	3%

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

Staff Development

This year the staff development emphasis is the use of student data, focusing instruction on standards, and beginning to integrate visual and performing arts as part of our daily curriculum. Our teachers have a shortened Wednesday to provide time for teacher collaboration and training. Our teachers also have two days during the year that are used for training. Staff meetings are used to examine practice and provide training. Our teachers attend conferences and workshops throughout the year. Our teachers provide training for each other and outside consultants are also brought in to share their expertise with us.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	15.0
2005–2006	15.0
2004–2005	15.0

We are also focusing our professional development efforts on language development, helping challenged students, and the concepts found in professional learning communities.

Evaluating and Improving Teachers

The Old Adobe Union School District and the Old Adobe Teachers’ Association have negotiated a formal process for evaluating teachers. This process is used along with many other processes for reflective growth. The SSC has set aside money for professional growth, and many other resources are used to reflect on and improve teacher practice. Teaching conferences, shortened Wednesdays, workshops, peer coaching, beginning teacher support, consultants, and administrator support are all used to help improve the service we provide for children.

The Old Adobe teachers are very conscientious and work closely together to improve their teaching practice. The formal evaluation process is one part of the effort to better help kids.

Substitute Teachers

This can be an area of difficulty for a school. At Old Adobe we are fortunate to have a group of qualified and caring guest teachers. Several of our parents are certificated and experienced teachers, and they cover classes when our teachers are attending training, ill, or have an emergency keeping them away from their class. This has been a tremendous asset to our school.

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	0.2
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

We offer many special programs to the students of Old Adobe School. Afterschool enrichment classes include pottery, origami, cooking, drawing, and chess. These are taught by members of the community and are offered at various times throughout the year. Parents are involved in coordinating these classes. Teachers and instructional assistants provide tutoring before and after school in math and reading. During the school day, many parents also help students who are referred by their teacher using the Great Leaps Reading Program.

Our school is also working on integrating visual and performing arts throughout our curriculum. This use of the arts will remain focused on the state's grade-level standards while incorporating visual and performing arts standards.

GIFTED AND TALENTED EDUCATION (GATE): The Old Adobe Union School District has a GATE program. Students join the district GATE instructor for extension lessons and explorations that challenge them. Students are referred for GATE testing by their teacher. Parents may also request that students be tested for entrance into the GATE program. Students are identified through multiple measures including state tests, classroom assessments, reading inventories, and GATE testing. Teachers are given training on extending classroom lessons for high-achieving students. Lessons for accelerated students are also embedded in the Houghton-Mifflin Reading Program.

SPECIAL EDUCATION PROGRAM: Old Adobe School has several educators working in the special education program. We have a half-time resource specialist teacher, a teaching aide who works in the resource program, a part-time speech and language therapist, and a district school psychologist to help students with special needs.

These professionals identify special needs students and design individual education plans to address specific learning disabilities. They also work with the classroom teachers to put together learning goals based on the state standards for each grade level.

The regular education and special education educators also collaborate on how to link classroom activities with those that are part of the special education program. Families are also an important part of providing services for special needs students. The staff of Old Adobe works with families to help their children be as successful as possible in school.

ENGLISH LEARNER PROGRAM: Old Adobe School has a vital group of parents of students learning English. The ELAC works with school staff to provide direction for our programs involving English learners. We have a part-time instructional assistant who works with students designated as English learners in the classroom and as part of a pull-out program. These students receive help with their classwork as well as instruction meant to help them in discreet reading skills. The focus of our instruction for English learners is vocabulary development and building reading fluency.

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

Old Adobe School was opened in 1957, and most of the school is still made up of the original buildings. In addition to the original school, there are three portable classrooms on the campus. Two years ago the office was modernized and two classrooms and a library were added. In 2005–2006 our cafeteria was upgraded with new cafeteria tables and benches. This much needed improvement has made lunchtime better for our kids. Our office has also recently been modernized. Next year we will add a new overhang for outside dining, paint our cafeteria, and add a tile mural to our library. We will continue to improve the parking situation at Old Adobe School.

The buildings at Old Adobe School are in excellent shape. Our two custodians make sure the classrooms and other areas are kept tidy and fit for our students. This includes both the student and staff rest rooms. Classrooms and rest rooms are cleaned daily. We have one day-time custodian and a part-time night custodian. Our custodians also have the support of our district’s maintenance department. With the custodians and maintenance people working together, the Old Adobe School is well maintained and kept clean.

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

Old Adobe has a tremendous librarian! Mrs. Hinton has been at old Adobe since the 1970s! Our library is stocked with over 20,000 books and is available for our school community. We also have networked computers in the library for use by students, staff, and parents. This allows our students to practice their reading using Accelerated Reader as well as use educational software and do research. Our library has books on any subject related to the curriculum as well as a Spanish section for use at home and at school.

Our students come to the library as a class and check out books and have stories read to them. Mrs. Hinton also teaches library skills and how to use books to get information that is needed.

Computers

We have 56 computers available for student use, which means that, on average, there is one computer for every five students. There are 18 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	5	5
Internet-connected classrooms	18	20	30

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

Old Adobe has computers in every classroom and in the library. The PTO donates many of these machines and the school purchases them as well. These computers are used for Accelerated Reader, teacher productivity, educational software, student writing, and research. We also have a class set of Alpha Smarts (independent electric keyboards) that teachers use for teaching and practicing keyboarding and writing. This is on a cart that can be brought in to the classroom. One of our kindergarten teachers provides support for hardware and software.

Our staff is beginning to look at more ways that educational technology can be used in the classroom and we will focus on this in the years ahead.

Parent Involvement

Parents are very involved in our school. Parents come in when they drop off and pick up their children and check in with the teachers. Parents work in classrooms and help with preparing for lessons. Parents also teach lessons, including Arts Attack. Parents volunteer on a regular basis in our classrooms and provide our staff and students with a great deal of support.

The PTO also works closely with the staff. The PTO is involved in fund-raising and providing much needed resources for our school. Computers, musical keyboards, staff training, student counseling, and PE and playground equipment are only some of the things our PTO is involved in providing for our school.

It truly does take a village to raise a child. If you are looking for ways to make a difference in the lives of young people as a parent volunteer, please let us know! The contact person for parent involvement is our principal, Jeff Williamson.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$12,830,938	N/A	N/A
Expenses per student	\$7,023	\$7,229	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$13,080,033	N/A	N/A
Expenses per student	\$6,976	\$6,897	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,023 per student in the 2005–2006 school year, compared to an average of \$7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$12,830,938. 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	\$37,779	\$38,159
Midrange teacher’s salary	\$59,248	\$59,148
Highest-paid teacher’s salary	\$66,001	\$73,514
Average principal’s salary (elementary school)	\$89,435	\$91,903
Superintendent’s salary	\$111,650	\$132,994
Percentage of budget for teachers’ salaries	43%	42%
Percentage of budget for administrators’ salaries	7%	6%

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

SCHOOL EXPENDITURES

Old Adobe School receives funding from several sources, including textbook funds, English learner funds, California lottery funds, instructional materials funding, school improvement funding, and federal funding for special education.

Another important source of funding is our PTO. The PTO raises approximately \$25,000 per year to pay for many of the things that enrich the education of our students. The PTO oversees the use of this money and the SSC controls the school's budget.

Our school also applies for grants for various projects. This funding provides the core educational program as well as Science Camp, afterschool enrichment activities, arts supplies and lessons, and playground equipment.

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 March 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	271
African American	1%
American Indian or Alaska Native	2%
Asian	5%
Filipino	3%
Hispanic or Latino	18%
Pacific Islander	1%
White (not Hispanic)	69%
Multiple or no response	0%
Socioeconomically disadvantaged	13%
English learners	15%
Students with disabilities	9%

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	37
Grade 1	36
Grade 2	40
Grade 3	40
Grade 4	38
Grade 5	36
Grade 6	44
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	17	19
Grade 1	18	19	17
Grade 2	19	18	20
Grade 3	18	19	20
Grade 4	30	29	28
Grade 5	N/A	N/A	N/A
Grade 6	N/A	N/A	32
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	29	29	29
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	2	0	0	2	0	0	2	0	0
Grade 1	2	0	0	2	0	0	2	0	0
Grade 2	2	0	0	2	0	0	2	0	0
Grade 3	1	0	0	2	0	0	3	0	0
Grade 4	0	1	0	0	1	0	0	1	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	1	0
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	13	13	15	N/A
Without Full Credential	0	0	0	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	54%	71%	60%	51%	54%	52%	40%	42%	43%
Mathematics	59%	71%	62%	50%	59%	56%	38%	40%	40%
Science	62%	59%	39%	39%	42%	46%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	18%	48%	18%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	68%	63%	50%
Boys	60%	69%	35%
Girls	60%	54%	46%
Economically disadvantaged	15%	48%	N/A
English Learners	21%	47%	N/A
Students with disabilities	56%	56%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	63%	63%	68%	49%	51%	55%	41%	42%	42%
Mathematics	71%	66%	61%	58%	63%	64%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	69%	66%
Boys	76%	82%
Girls	58%	37%
Economically disadvantaged	N/A	N/A
English learners	N/A	N/A
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	7	8	9
Similar-schools rank	1	6	6

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+49	+30	-27	837
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+42	+28	-28	857
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE 0)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Houghton Mifflin	Language Arts	2003	2002
Saxon	Math	2001	2001
MacMillan/McGraw-Hill	Science	2007	2007
MacMillan/McGraw-Hill	Social Studies	2007	2007

SOURCE: Textbook data is supplied by the district.