



# **Miwok Valley 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](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

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Petaluma, CA 94954  
Principal: Kim Harper  
Phone: (707) 765-4304

## How to Contact Our District

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Phone: (707) 765-4321  
<http://www.oldadobe.org>



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# Miwok Valley Elementary School

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## » Principal's Message

Welcome to Miwok Valley Elementary School. We are a vibrant and exciting learning community. Our teachers and support staff love children and learning. Our families and children work with the school to create the very best school environment for our students. Our creative and knowledgeable staff designed an award-winning approach to reading instruction called Integrated Support Service (ISS). Through this program, all students receive targeted reading instruction at their instructional level. Teachers, parents, and administrators tour our school regularly to observe and learn about this innovative method of teaching.

We are located quite close to the Shollenberger Park and have adopted a schoolwide science focus on the study of wetlands. Our writing program has developed a culture of writers where children learn to express themselves as well as relate information through writing. Our students experience music, art, drama, and PE in their regular classrooms through teacher-led programs and lessons. We work together in the primary grades to help the students master their math facts, and have Family Math nights to reinforce fun and real-life math experiences for children and their families. Through the Saxon math program our students are mastering the state standards and many students qualify for algebra when they reach the junior high school. We have a wireless computer lab where children learn keyboarding and research skills and where newcomers learn English. We have many active and involved parent groups such as the PTA, English Language Advisory Committee (ELAC), School Site Council (SSC), and Sixth Grade Camp Committee. Please come and visit! We always welcome new parent volunteers.

Kim Harper, PRINCIPAL

### Grade range and calendar

**K-6**

TRADITIONAL

### Academic Performance Index

**775**

County Average: 795  
State Average: 763

### Student enrollment

**491**

County Average: 348  
State Average: 531

### Teachers

**25**

County Average: 18  
State Average: 26

### Students per teacher

**20**

County Average: 19  
State Average: 20

### Students per computer

**6**

County Average: 5  
State Average: 5

### **Major Achievements**

- Miwok Valley was named the North Coast Winner of the Governor’s Fitness Challenge. One hundred percent of our students increased their physical activity and received fitness patches. The school received \$1,000 for fitness equipment.
- Miwok was named a California Distinguished School in 2001.
- The 2005–2006 year brought to us a new schoolwide writing program. Teachers and students received training in the components of good writing. We adopted specific grammar skills to teach in the different grade levels and instructed students in various parts of each type of writing. For example, students are learning about the use of similes to make their writing more engaging and learning how to sequence details for an informative report.
- We also created and adopted a schoolwide use of neighboring Shollenberger Park for science extension activities. Through a partnership with the Petaluma Wetland Alliance and other local agencies, we are able to provide hands-on science activities throughout the school year.
- We purchased the Arts Attack art instruction program and all students receive formal instruction in art.
- Our student council provided many service activities for our students, including the Pennies for Patients Campaign, which supports research dollars for the Leukemia and Lymphoma Society, and the Jump Rope for Heart Campaign, which supports the American Heart Association.

### **Focus for Improvement**

- Continue to implement the new writing program.
- Increase parent involvement by offering family math nights in both English and Spanish.
- Increase Spanish-speaking parent involvement by offering classes with Latino educator Mercedes de la Riva.
- Explore new ways to teach math that will involve more hands-on activities.
- Work with our staff and parent support groups such as PTA, ELAC, and the SSC to coordinate and monitor our progress in implementing these goals.

**MEASURES OF PROGRESS**

**Academic Performance Index**

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

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth target for prior school year</b>	<b>No</b>
<b>API score</b>	<b>775</b>
<b>Growth attained from prior year</b>	<b>+1</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

Miwok Valley’s API was 775 (out of 1000). This is an increase of 1 point compared to last year’s API. About 99 percent of our 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 774. 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 6 out of 10.

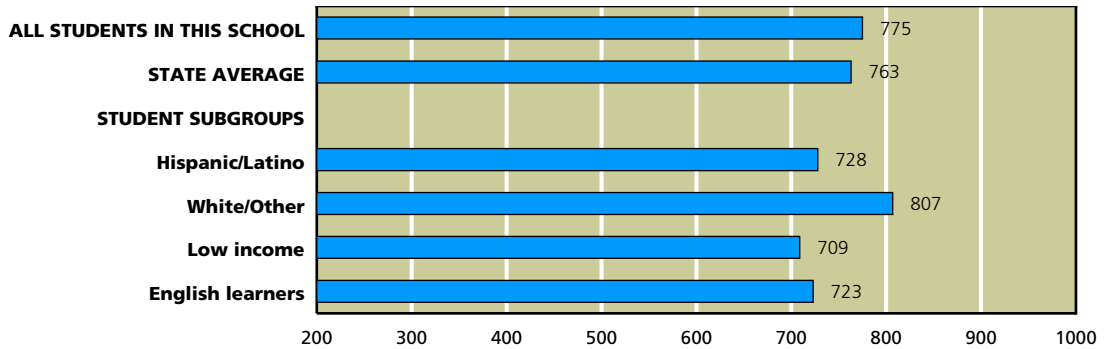
SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.  
\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge 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 7 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 did not meet some or all of 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 25 criteria for yearly progress. As a result, we succeeded at making AYP.

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

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

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

SOURCE: AYP is based on the Accountability Progress Report of 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?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Hispanic/Latino	●	●	●	●
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.

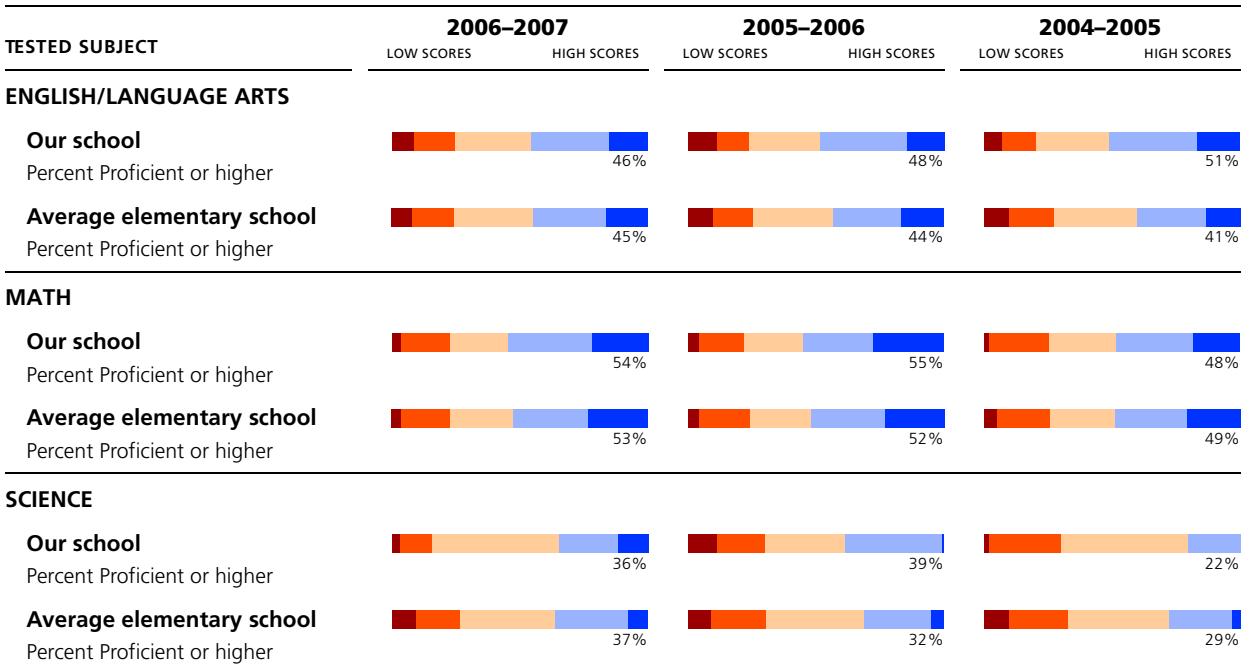
## STUDENT ACHIEVEMENT

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
<b>SCHOOLWIDE AVERAGE</b>			46%	98%	<b>SCHOOLWIDE AVERAGE:</b> About one percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			50%	99%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			45%	99%	

**Subgroup Test Scores**

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

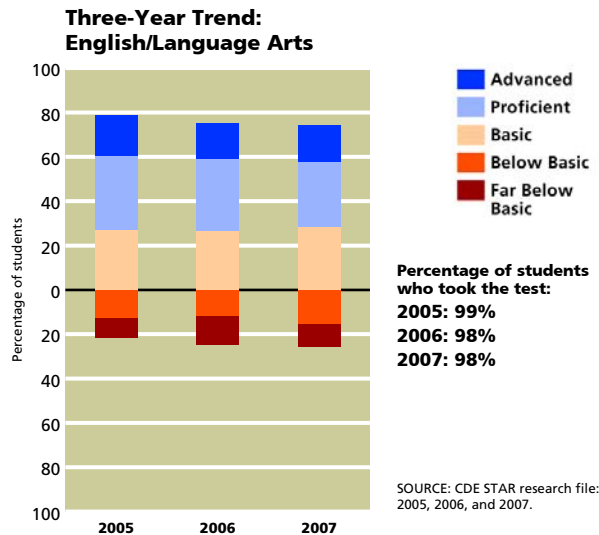
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			43%	171	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			48%	170	
<b>English proficient</b>			61%	212	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			22%	129	
<b>Low income</b>			27%	172	<b>INCOME:</b> About 38 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			65%	169	
<b>Learning disabled</b>			14%	49	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			51%	292	
<b>Hispanic/Latino</b>			29%	150	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			60%	166	

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

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

You can read the California standards for **English/language arts** on the CDE's Web site.



**Math**

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			54%	98%	<b>SCHOOLWIDE AVERAGE:</b> About one percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			51%	96%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			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**

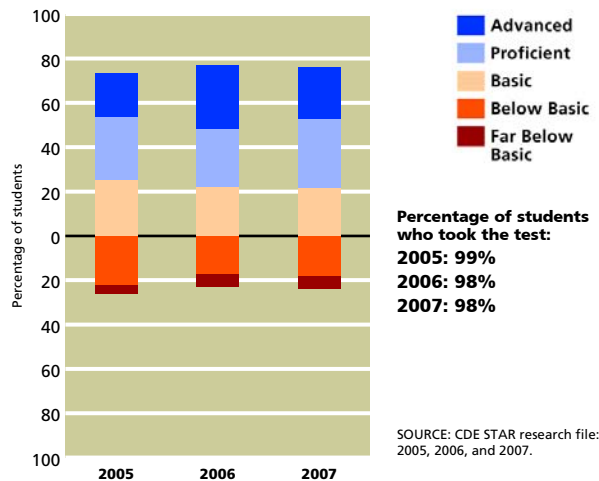
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			61%	171	<b>GENDER:</b> About 13 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			48%	170	
<b>English proficient</b>			64%	212	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			40%	129	
<b>Low income</b>			39%	172	<b>INCOME:</b> About 31 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			70%	169	
<b>Learning disabled</b>			14%	49	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			59%	292	
<b>Hispanic/Latino</b>			42%	150	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			64%	166	

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.  
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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
<b>SCHOOLWIDE AVERAGE</b>			36%	100%	<b>SCHOOLWIDE AVERAGE:</b> About one percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			43%	99%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

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

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

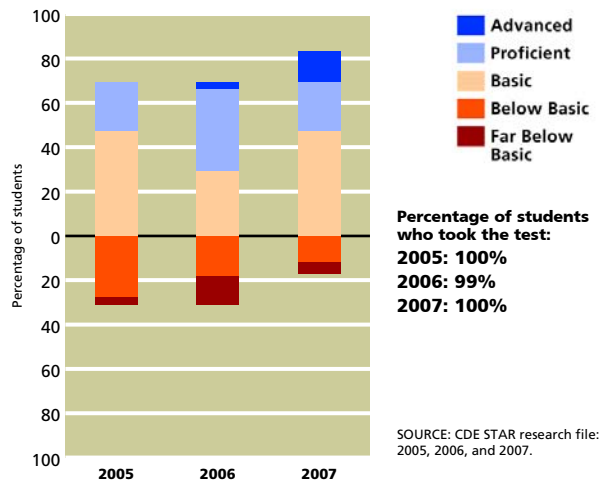
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	28	<b>GENDER:</b> The number of boys who took this test is too small to be counted in this analysis.
<b>Girls</b>			35%	31	
<b>English proficient</b>			41%	51	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	8	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	21	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
<b>Not low income</b>			45%	38	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			40%	48	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	17	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			41%	34	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 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.

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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
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	19%	22%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	46%	47%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	29%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	54%	52%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	46%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	75%	60%	56%

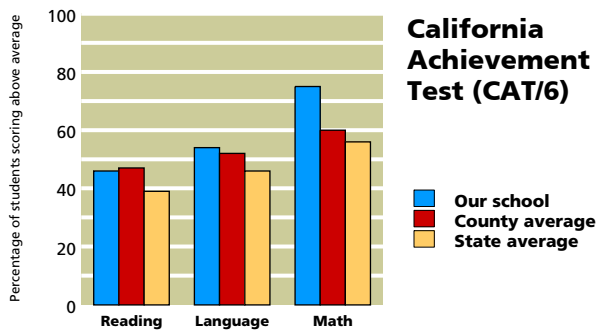
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 Miwok Valley, 46 percent of students scored at or above average in reading (compared to 39 percent statewide); 54 percent scored at or above average in language (compared to 46 percent statewide); and 75 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Miwok Valley, 19 percent of students scored at the top in reading (compared to 15 percent statewide); 29 percent scored at the top in language (compared to 19 percent statewide); and 46 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

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



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

**Other Measures of Student Achievement**

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests and district assessments. Teachers listen carefully to students as they read aloud in class to measure student progress. In all grades, students keep samples of their written work as evidence of their growth as writers. Our English learners take the California English Language Development Test every year. Some learning-disabled students take the California Alternative Performance Assessment instead of the CST and CAT/6.

At the beginning and end of each school year, primary grade students take district assessments that measure the degree to which they are meeting our own rigorous learning goals. Upper grade students take site level assessments. All students participate in a districtwide writing assessment. We use these results to monitor our progress and help design future instruction. Individual results are discussed at parent-teacher conferences and are also shared on report cards. We send home report cards at the end of each trimester and students who are in danger of failing will receive progress reports halfway through the trimester if not earlier. We hold parent-teacher conferences in September and also after the first and second trimester by teacher or parent request. Parent-teacher conferencing happens more frequently for students who are struggling at school.

**STUDENTS**

**Students’ English Language Skills**

At Miwok Valley, 59 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	59%	68%	68%
English learners	41%	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 199 students classified as English learners. At Miwok Valley, 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	91%	93%	85%
Vietnamese	1%	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	8%	5%	9%

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

**Ethnicity**

Most students at Miwok Valley identify themselves as Latino/Hispanic or White/European American/Other. 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	2%	2%	7%
Asian American/Pacific Islander	5%	5%	11%
Latino/Hispanic	47%	38%	50%
White/European American/Other	47%	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 Miwok Valley, 49 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	49%	44%	56%
Parents with some college	51%	59%	54%
Parents with college degree	24%	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 51 percent of the students at Miwok Valley have attended college, and 24 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 62 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 Miwok Valley varies across grade levels from a low of 19 students to a high of 27. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Kindergarten</b>	20	19	20
<b>First grade</b>	19	19	19
<b>Second grade</b>	19	20	19
<b>Third grade</b>	19	20	20
<b>Fourth grade</b>	22	27	29
<b>Fifth grade</b>	27	27	29
<b>Sixth grade</b>	23	27	29

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

**Safety**

Staff monitors the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus. Visitors sign in at the office, where they receive a visitors badge to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised on November 14, 2005. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency preparedness in late April.

**Discipline**

We abide by a simple set of rules. All students have a right to learn, all teachers have a right to teach. We follow our district and the state guidelines for behavior and consequences for misbehavior. Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess, and “natural” consequences (for example, picking up litter around the school if a student throws her milk carton on the ground instead of in the trash) take care of most misbehavior.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2006–2007</b>	3	4	5
<b>2005–2006</b>	7	4	5
<b>2004–2005</b>	8	3	5
<b>Expulsions per 100 students</b>			
<b>2006–2007</b>	0	0	2
<b>2005–2006</b>	0	0	0
<b>2004–2005</b>	0	0	0

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

We expect parents to be active partners in helping their children to conduct themselves responsibly. When necessary, our principal meets with children and their parents to devise a behavior plan. Students are only suspended or expelled for extremely serious problems, such as chronic outbursts, physical violence, or repeated acts of vandalism.

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 13 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**

All students have reading and math homework weekly. As the grades progress, the expectation increases in the number of days and minutes. Also in the upper grades, teachers will assign homework in other areas as well. Depending on the grade level, the homework expectation can be as little as 20 minutes for a student in kindergarten to 90 minutes for a sixth grader. The district has a homework policy that offers guidelines for homework and all teachers review their homework routine and policy with parents at Back to School night. However, we encourage parents to stay in communication with their children’s teacher if the homework requirements seem to be exceeding the guidelines or if they seem to be well below the guidelines.

**Schedule**

The school year begins the last week of August and ends the second week of June. It includes 180 days of instruction. Classes begin at 8:15 a.m. and end at 2:30 p.m. for primary grades and 2:45 p.m. for upper grades except on Wednesdays, when school ends early to make time for teacher meetings. We offer students a 15-minute snack break in the morning. We also have a Homework Club and Morning Math tutorial that operate from October until May. Office hours are from 7:45 a.m. to 4 p.m.

**Physical Fitness**

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

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	26%	27%	25%
<b>Girls in Fitness Zone</b>	25%	33%	30%
<b>Fifth graders in Fitness Zone</b>	25%	30%	27%
<b>Seventh graders in Fitness Zone</b>	N/A	31%	29%
<b>Ninth graders in Fitness Zone</b>	N/A	11%	23%
<b>All students in Fitness Zone</b>	25%	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**

Kim D. Harper has been the principal of our school for seven years. She has eleven years of experience as a principal and 15 years of experience as a teacher. She has taught at every level from preschool to adult classes, but the majority of her experience has been at the elementary school level. She loves the field of education and being able to experience learning with people of all ages.

Many groups help to make decisions that affect our school. Parent volunteers, the administration, and staff compose the SSC, which makes many important budgetary decisions. Our ELAC includes many parents of English learners and one teacher. The ELAC helps to shape our program for English learners. The PTA is made up of staff and parents, and they work together with the SSC to support the schoolwide programs and offer community-building activities for our families. Our staff meets twice a month to monitor and assess our instructional programs as well as student achievement data. We also receive training at these meetings in new and innovative curriculum materials and strategies.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	18	15	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	3%	7%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	14%	19%	33%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	86%	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.

About three percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 18 years of experience. About 86 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 14 percent have completed a master's degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	99%	97%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	1%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	1%	3%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

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

All of the faculty at Miwok Valley hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Miwok Valley 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 Miwok Valley hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	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
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	3%

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

**Staff Development**

Our teachers attend two days of staff development before school begins and one day during the school year. These days are devoted to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to the elementary school. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics. In 2006–2007 we held trainings on the new social studies curriculum as well as the new wellness policy and new ideas for increasing fitness among our students. We dismiss students at 1:45 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels.

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

**Evaluating and Improving Teachers**

Our principal evaluates teachers who have less than three years of experience every year and experienced teachers every two years. Every fall she meets with the teachers to be evaluated to agree upon objectives. The principal conducts two formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. During the observation the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. She may check the teacher’s lesson plans and student work as well. The principal uses this information and other anecdotal evidence to determine whether a teacher needs help, which might be training in a specific area or working with a mentor.

Ordinarily the principal, teacher, and superintendent are the only people to see the reviews. We pair beginning teachers with mentor teachers called support providers and enroll them in our beginning teacher support program.

**Substitute Teachers**

In addition to a reliable group of retired teachers who substitute for us, we have several substitutes who are recent graduates and new to the profession. They have taken the California Basic Educational Skills Test, have bachelor’s degrees, and are familiar with our school. When possible we hire substitutes whom our teachers request specifically. If a teacher is absent on short notice, our principal takes over the class. Teachers leave detailed lesson plans for our substitutes to follow, and we experience a minimal loss of learning time.

**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	1.0
Resource specialists	0.6

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

We have an afterschool Homework Club for students who need a quiet place to do homework or who need tutoring. We have a before-school math tutorial for students in grades three through six who need extra support in math. A counselor comes to our school one day a week to meet with students who need help with managing anger or anxiety. A nurse conducts vision and hearing screenings every fall. We have a PE assistant who meets with primary students once a week and upper grade students twice a week. We participate in the districts after school band program for students in grades four through six. Our student council organizes many fun spirit activities as well as charitable service events. We support the American Heart Association by participating in the Jump Rope for Heart event every year and we support the Walk to School Day and national bike riding appreciation week.

**GIFTED AND TALENTED EDUCATION (GATE):** Our GATE program begins in the fourth grade. Students with high scores on standardized tests or whose teachers have recommended them because of exceptional academic abilities join this program. One teacher from fourth, fifth, and sixth grade attends special training for working with GATE students, and works with all upper grade teachers as their GATE liaison. All of our teachers consult and collaborate with the GATE liaison to learn instructional techniques and strategies for working with GATE students. Our GATE students learn subject matter in more depth than the regular curriculum provides. These students also attend a district GATE class once a week for a trimester.

**SPECIAL EDUCATION PROGRAM:** We have one full-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist four days a week and a psychologist one day a week. Resource students stay in the regular classroom as much as possible and some are served during the ISS reading time. Those students who cannot be served during ISS come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Plans (IEPs). Examples include more time to take tests, sitting close to the teacher, or less homework. Our resource students have mild or moderate learning differences such as dyslexia, visual or auditory processing problems, and language delays.

We also operate the district's two Special Day Classes (SDC) for students with more specialized needs. We have two SDC teachers and three assistants who work with these students. These students are also mainstreamed into a regular education classroom for as many subjects as they can be successful in, up to 40 percent of their day.

**ENGLISH LEARNER PROGRAM:** All of our teachers are certified in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE). They teach English Language Development (ELD) as part of language arts block of instruction. Students with fewer English skills receive intensive instruction four days a week with trained assistants. We place our English learners in regular classrooms and their classroom teachers use their training to offer specialized instruction in ELD. All of our teachers have attended seminars that address ways to present subject matter to English learners, and we plan further training. Two half-time assistants and one assistant who is bilingual in Spanish and English help these students with class work and verbal skills. We encourage the parents of English learners to join our ELAC. We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

## 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**

Miwok Valley Elementary School was built in 1972. The buildings and grounds have been well maintained and have undergone recent modernization. All buildings have central air and new carpets and are asbestos-free. We have wireless Internet capability in all classrooms and a complete wireless laptop computer lab. We have an eighth of a mile running track on our field as well as play equipment and a shade structure. We also recently resurfaced all the playgrounds and parking lots and painted the doors and trim of the exterior buildings. We have two full-time custodians who work five days a week to maintain our school as well as district personnel who assist when necessary and provide grounds upkeep.

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**

We have a warm and friendly library that holds approximately 18,000 books. Our library manager meets with all classes once a week and also supplies classroom sets of books to individual classrooms. We host two book fairs a year and a Make-a-Book Night as well as a book exchange. Our library is open five days a week as well as before and after school for students and parents. Every year we add new books to our collection and work with the staff to provide resource materials for the subjects they teach. We use the Accelerated Reader program and the library manager assists students with this. We began expanding our Spanish book collection as well as our nonfiction collection a few years ago and now have an extensive selection of both.

**Computers**

We have 86 computers available for student use, which means that, on average, there is one computer for every six students. There are 24 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	6	5	5
Internet-connected classrooms	24	20	30

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

We have over 100 computers in our school with a wireless laptop lab consisting of 28 Dell computers and the rest scattered among the classrooms. We have a computer technician who helps maintain the computers weekly. We have many schoolwide programs housed on our local server so students and teachers can access them from the lab or their individual classroom. We have a keyboarding program that we use to instruct the primary students, Accelerated Reader that allows students to earn points for the books they read, Accelerated Math that creates individualized math worksheets based on the student's ability, and DynEd for English instruction to our English learners. Students do Internet research as well as word processing and create projects using the computer technology.

**Parent Involvement**

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our SSC, which works with the administration to help make financial decisions. Parents of English learners are vital to our ELAC and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We provide assemblies and extra reading support through PTA fund-raisers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences. We always need new volunteers! The contact person for parent involvement is Tonya Dowell, and she can be reached at (707) 765-4304.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$12,830,938	N/A	N/A
Expenses per student	\$7,023	\$7,229	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
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
<b>Beginning teacher’s salary</b>	\$37,779	\$38,159
<b>Midrange teacher’s salary</b>	\$59,248	\$59,148
<b>Highest-paid teacher’s salary</b>	\$66,001	\$73,514
<b>Average principal’s salary (elementary school)</b>	\$89,435	\$91,903
<b>Superintendent’s salary</b>	\$111,650	\$132,994
<b>Percentage of budget for teachers’ salaries</b>	43%	42%
<b>Percentage of budget for administrators’ salaries</b>	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

Federal Title I funds pay for our reading teacher and our ISS reading assistants. They work with small groups of children who are not reading at grade level. Title I funds also contribute to the running of our afterschool Homework Club for students who are struggling academically or who need a quiet place to do homework and read and our before school math tutorial. We were able to hire a bilingual classroom assistant and buy supplemental materials for our English learners with Title III funding.

Our PTA raises funds for classroom supplies, field trips, technology, a PE assistant, reading assistants, and special assemblies through our annual Lap-a-Thon, restaurant nights, cookie dough and wrapping paper sales, and other community events.

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	491
African American	2%
American Indian or Alaska Native	1%
Asian	4%
Filipino	0%
Hispanic or Latino	47%
Pacific Islander	1%
White (not Hispanic)	46%
Multiple or no response	0%
Socioeconomically disadvantaged	48%
English learners	39%
Students with disabilities	16%

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	79
Grade 1	58
Grade 2	79
Grade 3	64
Grade 4	71
Grade 5	62
Grade 6	78
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	23	20
Grade 1	19	19	19
Grade 2	20	20	19
Grade 3	20	19	19
Grade 4	25	27	22
Grade 5	31	22	27
Grade 6	33	26	23
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	20	20	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
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	5	0	0	2	1	0	4	0	0
Grade 1	4	0	0	5	0	0	4	0	0
Grade 2	4	0	0	3	0	0	5	0	0
Grade 3	3	0	0	3	0	0	3	0	0
Grade 4	0	4	0	0	2	0	1	2	0
Grade 5	0	2	0	0	4	0	0	2	0
Grade 6	0	1	1	0	3	0	0	4	0
Combined K–3	1	0	0	1	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	29	27	29	N/A
Without Full Credential	0	1	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	51%	48%	46%	51%	54%	52%	40%	42%	43%
Mathematics	48%	55%	54%	50%	59%	56%	38%	40%	40%
Science	21%	39%	36%	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	64%	82%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	29%	42%	29%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	60%	64%	41%
Boys	43%	61%	36%
Girls	48%	48%	35%
Economically disadvantaged	27%	39%	19%
English Learners	21%	40%	N/A
Students with disabilities	14%	24%	18%
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	42%	39%	46%	49%	51%	55%	41%	42%	42%
Mathematics	64%	66%	75%	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	35%	65%
Pacific Islander	N/A	N/A
White (not Hispanic)	54%	79%
Boys	50%	67%
Girls	41%	83%
Economically disadvantaged	28%	66%
English learners	25%	67%
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
<b>Statewide rank</b>	7	6	6
<b>Similar-schools rank</b>	9	7	7

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
<b>All students at the school</b>	-10	+0	+1	775
<b>African American</b>	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	-3	+7	+26	728
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White (non Hispanic)</b>	-2	-1	-22	807
<b>Economically disadvantaged</b>	-8	+0	+19	709
<b>English learners</b>	N/A	-12	+32	723
<b>Students with disabilities</b>	N/A	N/A	N/A	580

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.