

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Shaffer Elementary School

Address: 1434 California St. , Atwater CA 95301 Phone: (209) 357-6145
 Principal: Roger Jackson Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Shaffer School is located in the agricultural heart of Central California's San Joaquin Valley in the city of Atwater, population 20,000, in Merced County. Our school is one of seven K-6 schools in the Atwater Elementary School District and serves 519 students in grades Kindergarten through sixth grade.

Shaffer Elementary is a *National Blue Ribbon School of Excellence*, awarded by the United States Department of Education, and is distinguished by the high degree of cooperation by teachers, parents and staff working together to help all students reach their many potentials. We constantly strive to reach to the stars for our students.

We have a vision at Shaffer School, one that is so pervasive and encompassing that all members of our school family, students, parents, teachers, principal and business partners in education share that vision and work together toward its fulfillment. We envision Shaffer as a place of warmth, mutual respect and caring, where all students are goal oriented with an "I Can" attitude, a school with high academic expectations, where all students will be successful at their maximum levels. A school where all students will be able to communicate with understanding through language acquisition, a school where all students will have technology skills that will enable them to achieve in tomorrow's information age. Each student is encouraged to be a shining star and we are all shining stars! This captures our vision which exemplifies our mission statement, *"Working Together Today for a Better Tomorrow."*

Student Enrollment

Group	Enrollment
Number of students	599
African American	4.01 %
American Indian or Alaska Native	0.67 %
Asian	8.51 %
Filipino	0.67 %
Hispanic or Latino	59.43 %
Pacific Islander	0.17 %
White (not Hispanic)	24.54 %
Multiple or No Response	2 %
Socioeconomically Disadvantaged	76 %
English Learners	36 %
Students with Disabilities	7 %

Teachers

Indicator	Teachers
Teachers with full credential	27
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Shaffer was designed more than 40 years ago, but is fully accessible to students and others with disabilities because of its wide corridors, easy ramp access and multiple double door entrance and exits. There are three clearly marked handicapped parking zones. Bathroom facilities have been made accessible and functional by installing assistance side rails in designated bathroom stalls. Intercoms and telephones are located in each room of the school. Our noon duty personnel and yard duty teachers have instant communication with the office and each other as two-way radios are provided to assist in the needs of safety for all students, including students with physical disabilities. The District provides specialized bus transportation with wheelchair lifts as needed.

The modernization project at Shaffer, a \$1.2 million project, was completed in the Summer of 2004 included upgrading the entire electrical system to handle the expansion of the school. The office was redesigned to install handicapped accessible restrooms in the kindergarten classrooms and nurses station. New tile, sinks and lavatories were installed in the intermediate restrooms. Surveillance cameras were installed which will decrease vandalism and increase student/staff safety.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5384
District	\$5384
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	38%
Mathematics	40%
Science	16%
History-Social Science	N/A

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	731
Statewide Rank (from 2007 API Base Report)	3
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Shaffer Elementary	District Name	Atwater Elementary
Street	1434 California St.	Phone Number	(209) 357-6100
City, State, Zip	Atwater , CA 95301	Web Site	www.aesd.edu
Phone Number	(209) 357-6145	Superintendent	Melinda Hennes
Principal	Roger Jackson	E-mail Address	mhennes@aesd.edu
E-mail Address	rjackson@aesd.edu	CDS Code	24-65631-6025365

School Description and Mission Statement

This section provides information about the school's goals and programs.

Shaffer School is located in the agricultural heart of Central California's San Joaquin Valley in the city of Atwater, population 20,000, in Merced County. Our school is one of seven K-6 schools in the Atwater Elementary School District and serves 519 students in grades Kindergarten through sixth grade.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Our School Site Council creates our annual plan that includes how Federal and State funds will be spent. Members of the site council are staff members and parents of our students. The council meets at least five times annually from 4:00 – 5:00 p.m. in our Library. All parents are invited to attend. Meeting dates are determined at the first meeting and published in our school newsletter and posted in the office. The English Language Learner Advisory Council meets quarterly to address the needs of our bilingual parents/students. The meeting is open to all parents whose children speak other languages in addition to English. We have several parent volunteers working to raise funds for specific projects and assist in the classroom and on field trips. New members are always welcome to join our Parent Teacher Organization (PTO), which offers opportunities for parents and community leaders to provide input toward curriculum refinement and school-wide enhancement projects.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	84
Grade 1	99
Grade 2	60
Grade 3	89
Grade 4	72
Grade 5	96
Grade 6	99
Total Enrollment	599

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.01 %	White (not Hispanic)	24.54 %
American Indian or Alaska Native	0.67 %	Multiple or No Response	2 %
Asian	8.51 %	Socioeconomically Disadvantaged	76 %
Filipino	0.67 %	English Learners	36 %
Hispanic or Latino	59.43 %	Students with Disabilities	7 %
Pacific Islander	0.17 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			Avg. Class Size	2005-06			Avg. Class Size	2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	20.0	3			21.8	4	1		21.5	3	1			
1	20.0	3			20.0	1			20.0	5				
2	19.8	5			19.5	4			20.0	3				
3	19.3	4			19.7	3			20.0	4				
4	26.3		3		30.0		3		30.5		2			
5	28.0		2		30.0		3		30.7		3			

6	30.0		2		27.7		3		31.7		2	1
K-3												
3-4									19.0	1		
4-8	29.0		1									
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

A collaborative effort of our school family is our safety plan written by students, staff and parents. An annual safety survey, a component of Effective Schools Survey, indicates there is a safe, clean, orderly environment at our school. Shaffer has updated their school safety plan, which is required by law. The plan includes evacuation procedures, how students would be released in case of emergency. The law includes a public hearing to review the plan before it is submitted to the district. We held the meeting on Wednesday, December 14, 2004 at 3:45 in the library. Copies of the plan are available to anyone who wishes one.

The custodial staff does an excellent job of keeping the grounds clean and safe for students. The school grounds and playground equipment are inspected by the custodian, principal, and maintenance staff on a regular basis.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Shaffer's warm, nurturing climate is felt the moment you step on campus. The warmth comes from our caring belief in positive reinforcement as illustrated by rewards and incentives. We provide our students with a positive learning environment. Co-curricular activities, such as the Student Advisory Council encourage critical thinking, problem solving and collaborative reflection. Activities are provided for our students that promote independent thinking and build self-esteem

Teachers and staff are positive role models; coaching track, coordinating speech and spelling contests, and organizing intramural sports activities. Our special needs children are inclusive in all programs that emphasize positive behavior and healthy peer climate. Our Principal and staff believe in "Working together" by sharing the governance of all decisions. Teachers meet with the Principal as individuals, staff meetings and monthly grade level meetings. Test score analysis, program evaluation and curriculum alignment are issues that are discussed.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at

the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.17	.30	.12	.20	.21	.17
Expulsions	.003	.007	.001	.005	.004	.001

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Shaffer was designed more than 40 years ago, but is fully accessible to students and others with disabilities because of its wide corridors, easy ramp access and multiple double door entrance and exits. There are three clearly marked handicapped parking zones. Bathroom facilities have been made accessible and functional by installing assistance side rails in designated bathroom stalls. Intercoms and telephones are located in each room of the school. Our noon duty personnel and yard duty teachers have instant communication with the office and each other as walkie-talkies are provided for them to assist in the needs of our students with physical disabilities. The District provides specialized bus transportation with wheelchair lifts as needed. An auditory trainer is provided for students with limited hearing, allowing full inclusion in classroom instruction.

The modernization project at Shaffer, a \$1.2 million project, was completed in the Summer of 2004 included upgrading the entire electrical system to handle the expansion of the school. The office was redesigned to install handicapped accessible restrooms in the kindergarten classrooms and nurses station. New tile, sinks and lavatories were installed in the intermediate restrooms. Surveillance cameras were installed which will decrease vandalism and increase student/staff safety.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks		X		
Mechanical Systems		X		MOST CHANGED MODERIZATION
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)		X		
Structural Damage		X		
Fire Safety		X		
Electrical (interior and exterior)		X		
Pest/Vermin Infestation		X		
Drinking Fountains (inside and outside)		X		
Restrooms		X		NEED UP GRADE 2009-2010
Sewer		X		REPLACE 2008-2009
Playground/School Grounds		X		REPAIR PLAY EQUIPMENT 2006
Roofs		X		NEED ROOFING 2007-2008
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary			x	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	25	23	27	230
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

An adequate number of credentialed substitute teachers are available for the routine operation of the instructional program. Substitutes are occasionally not available when a high number of substitutes are needed for release time for staff development. Other credentialed staff then covers classes or the teacher is

recalled from the staff development activity. This has not had a significant impact on the operation of the instructional program.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Probationary teachers are evaluated annually and permanent teachers biannually. The District has adopted Standards for the Performance Appraisal of Teachers in five areas; learning environment; planning and designing instruction; instructional skills; member of a learning community; and professional responsibilities. Principals use Clinical Supervision procedures, including a pre-conference, lesson observation, lesson analysis, and post-conference. Three formative assessments are completed for probationary teachers, and a summative assessment is completed for permanent teachers.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	.12	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	.50	N/A
Special Day Class Teacher	1	N/A
Other – Counselor/Family Support	.10	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Reading/Language Arts books and materials are the most recent state adoption selections for K-6 th and 7 th /8 th grades.	0
Mathematics	Math text and materials are the most current adoptions for grades K-8 th .	0
Science	Science text and materials are the most current adoptions for grades K-8 th .	0

History-Social Science	History-Social Science text and materials are the most current adoptions for grades K-8 th .	0
Foreign Language	N/A	N/A
Health	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7498			\$66456
District	N/A	N/A		\$69464
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.	
Federal Programs	State Programs
Title I, Part A	Economic Impact Aid (EIA)
Title III, LEP	Gifted and Talented Education Program (GATE)
	School and Library Improvement Block Grant (SLIP)
	English Language Acquisition Program (ELAP)

In addition, Atwater Elementary School District offers State Funded Intervention Programs to students in grades 2 through 8. Reading Intervention is offered to students in grades 2-6 who are in the below basic far below basic band and are failing. Intervention takes place before school and/or after school and on Saturday depending on the school site. Intervention programs are offered to students in grades 7 and 8 during the summer to students who are at risk of not promoting to the next grade. Intervention instruction focuses on reading/language arts and math. It is a school site decision as to how many intervention programs are offered.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative

salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43614	\$38159
Mid-Range Teacher Salary	\$68470	\$59148
Highest Teacher Salary	\$81287	\$73514
Average Principal Salary (Elementary)	\$97624	\$91903
Average Principal Salary (Middle)	\$100816	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$136225	\$132994
Percent of Budget for Teacher Salaries	47.6 %	41.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	35	32	36	32	34	39	40	42	43
Mathematics	45	40	39	41	42	42	38	40	40
Science	19	14	16	18	22	35	27	35	38
History-Social Science				16	19	24	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	48	33	*	
American Indian or Alaska Native	*	*	*	
Asian	37	43	*	
Filipino	*	*		
Hispanic or Latino	29	34	12	
Pacific Islander	*	*	*	
White (not Hispanic)	51	48	25	
Male	35	42	21	

Female	38	34	11	
Economically Disadvantaged	31	35	12	
English Learners	21	30	9	
Students with Disabilities	23	19	*	
Students Receiving Migrant Education Services	28	39	*	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	25	31	21	34	38	33	41	42	42
Mathematics	62	45	43	49	50	47	52	53	53

NRT Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	16	40
Pacific Islander		
White (not Hispanic)	35	50
Male	18	53
Female	24	29
Economically Disadvantaged	19	41
English Learners	22	44
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown

when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	18.39

IX. Accountability

Academic Performance Index

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 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all 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 schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	5	3
Similar Schools	10	10	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group 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.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	5	-31	24	731
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	3	-13	35	710
Pacific Islander				
White (not Hispanic)	5	-37	-7	773
Socioeconomically Disadvantaged	25	-45	25	710
English Learners	N/A	-31	31	691
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and 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) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	22.2

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Quality instruction and opportunity to learn is fostered and sustained throughout the Atwater Elementary School District with schools organized to support the multiple learning needs of students. There are equitable and adequate learning resources and classroom conditions, including capable teachers, a rich curriculum, technology, a safe environment, and essential support services to serve all children toward reaching state and District standards.

The new Open Court Language Arts curriculum has been fully implemented in all grade levels. The staff has received intensive training and support to ensure the program's success. During 2003, the leadership team and staff have extensively reviewed and monitored implementation of the School Plan. Suggestions for

change and improvement will be made for next school year.

Special education students are mainstreamed whenever possible and have access to all school programs. Limited English-speaking students are served in ACE, Bridge and Mainstream classes and our redesignation percentages match District targets.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional Collaboration Release time is provided weekly for staff to analyze student achievement, develop new teaching strategies and study current educational research. We also offered staff 3 buyback days for staff development. Grade levels meet to discuss and plan curriculum, methodology and instructional strategies. Resources are allocated to encourage growth and new skills for our teachers both new and veteran. We reserve five full SIP days and 29 professional collaboration release days for the analysis of student achievement and school programs. Funds are also set aside for whole staff, group, and individual professional development as needed. Our staff development goal is for all staff to develop an understanding of students' needs, acquire instruction and motivational strategies resulting in all members of our family becoming life long learners.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	53,715	36,000
1	51,960	50,400
2	51,960	50,400
3	51,960	50,400
4	58,770	54,000
5	58,770	54,000
6	58,770	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were 11 minimum days during the 2006-2007 school year.