

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Elmer Wood Elementary School

Address: 1271 West Bellevue Rd. , Atwater CA 95301 Phone: 209-357-6143
 Principal: Sylvia Nelson 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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

"Every Child is a Masterpiece in the Making" is the foundation upon which our school vision has been established. The ultimate purpose of education is to help each student develop academic skills and accept the responsibilities and obligations of good citizenship which lead to successful participation in tomorrow's world. Our programs meet the diverse needs of all students, generate a sense of belonging, and nurture our youngsters as they each find their path through childhood.

Student Enrollment

Group	Enrollment
Number of students	509
African American	5.7 %
American Indian or Alaska Native	0.79 %
Asian	0.79 %
Filipino	0.79 %
Hispanic or Latino	46.37 %
Pacific Islander	0.39 %
White (not Hispanic)	42.83 %
Multiple or No Response	2.36 %
Socioeconomically Disadvantaged	58 %
English Learners	14 %
Students with Disabilities	6 %

Teachers

Indicator	Teachers
Teachers with full credential	24
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

Elmer Wood School provides a safe, clean environment for learning. Our custodial staff includes two full-time and one part-time custodian. Classrooms are cleaned on a daily basis. The grounds are impeccably maintained by the custodians and District gardening staff. The school plant includes nineteen original rooms, five portables, one teacher lounge/workroom, a school office, a cafeteria/multipurpose room, and a library with attached offices. The facilities at Elmer Wood are adequate to meet the instructional needs of our students.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems			X REPLACE UNITS 2009-2010
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)			X ASBESTOS REPAIR 2006
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other ROOFING			X ROOFING NEEDED 2009-2010

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%
Visual and Performing Arts	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,384
District	\$5,384
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53.87 %
Mathematics	60.11%
Science	54.17%
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	810
Statewide Rank (from 2007 Base API Report)	7
2008-09 Program Improvement Status (PI Year)	Not in PI

2007-08 School Accountability Report Card Report (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.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Elmer Wood Elementary	District Name	Atwater Elementary
Street	1271 West Bellevue Rd.	Phone Number	209-357-6100
City, State, Zip	Atwater , CA 95301	Web Site	www.aesd.edu
Phone Number	209-357-6143	Superintendent	Melinda Hennes
Principal	Sylvia Nelson	E-mail Address	mhennes@aesd.edu
E-mail Address	snelson@aesd.edu	CDS Code	24-65631-6025332

School Description and Mission Statement (School Year 2007-08)

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

"Every Child is a Masterpiece in the Making" is the foundation upon which our school vision has been established. The ultimate purpose of education is to help each student develop academic skills and accept the responsibilities and obligations of good citizenship which lead to successful participation in tomorrow's world. Our programs meet the diverse needs of all students, generate a sense of belonging, and nurture our youngsters as they each find their path through childhood.

Opportunities for Parental Involvement (School Year 2007-08)

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

Our school plan is created by our School Site Council, which is composed of 50% staff and 50% parent members. Meeting times are posted in the school building and our entire community is encouraged to attend. Volunteers are welcomed and provided training.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	81
Grade 2	74
Grade 3	65
Grade 4	85
Grade 5	75

Grade 6	69
Total Enrollment	509

Student Enrollment by Group (School Year 2007-08)

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
African American	5.7 %
American Indian or Alaska Native	0.79 %
Asian	0.79 %
Filipino	0.79 %
Hispanic or Latino	46.37 %
Pacific Islander	0.39 %
White (not Hispanic)	42.83 %
Multiple or No Response	2.36 %
Socioeconomically Disadvantaged	58 %
English Learners	14 %
Students with Disabilities	6 %

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	2005-06			2006-07			2007-08					
	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	4			19.8	4			20.0	3.0		
1	20.0	4			19.8	4			20.3	3.0	1.0	
2	20.0	4			18.8	4			18.5	4.0		
3	20.0	4			20.0	4			16.3	4.0		
4	26.0		3		28.0		1		28.3		3.0	
5	34.0			2	28.3		4		29.5		2.0	
6	30.0		3		29.5		2		30.0		2.0	
K-3												
3-4												
4-8					26.0		1		25.0		1.0	
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

Elmer Wood's comprehensive Safety Plan includes an active Crisis Response Team that reacts quickly to any and all emergencies. Every staff member has a specific responsibility, whether it is first aide, checking restrooms, or coordinating cross-age "buddies" for additional support for our youngest students. A red emergency folder is clipped to every classroom door with Emergency Procedures for fire, intruder, earthquake, and evacuation. Substitute teachers are provided the folder and informed of their emergency duties upon check-in. Drills are practiced monthly and whole school evacuation is executed yearly. The school grounds are fully fenced with locked gates so the only entry is through the office. All visitors are screened, checked in and out, and must wear a visitor's pass at all times. Telephones with outside lines are in every classroom and classroom doors may be locked from the inside and have peepholes.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	4.9	3.2	4.5	12.6	9.6	14.4
Expulsions	0.0	0.0	0.0	0.5	0.1	0.3

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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.

Elmer Wood School provides a safe, clean environment for learning. Our custodial staff includes two full-time and one part-time custodian. Classrooms are cleaned on a daily basis. The grounds are impeccably maintained by the custodians and District gardening staff. The school plant includes nineteen original rooms, five portables, one teacher lounge/workroom, a school office, a cafeteria/multipurpose room, and a library with attached offices. The facilities at Elmer Wood are adequate to meet the instructional needs of our students.

School Facility Good Repair Status (School Year 2008-09)

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		REPLACE UNITS 2009-2010
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)		X		ASBESTOS REPAIR 2006
Structural Damage		X		
Fire Safety		X		
Electrical (interior and exterior)		X		
Pest/Vermin Infestation		X		
Drinking Fountains (inside and outside)		X		
Restrooms		X		
Sewer		X		
Playground/School Grounds		X		
Roofs		X		ROOFING NEEDED 2009-2010
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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	

V. 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 DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	24	25	24	226
Without Full Credential	2	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2006-07	2007-08	2008-09
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 (School Year 2006-07)

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 NCLB Web site at <http://www.cde.ca.gov/nclb/sr/tg/>.

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	98.7	1.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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 were adopted in 2002 for grades K-6 and in 2004 for grades 7 and 8.	0
Mathematics	New math text and materials were adopted and purchased for the 2008-2009 school year.	0
Science	Science text and materials were adopted and purchased in 2007.	0
History-Social Science	History-Social Science text and materials were adopted and purchased in 2006.	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$7371.68	\$2015.25	\$5356.43	
District	N/A	N/A	\$5356.43	\$71750
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5300	\$61488
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2007-08)

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

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 2006-07)

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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45795	\$39773
Mid-Range Teacher Salary	\$71894	\$61167
Highest Teacher Salary	\$85351	\$78093
Average Principal Salary (Elementary)	\$104367	\$97851
Average Principal Salary (Middle)	\$106485	\$102064
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$136225	\$140582

Percent of Budget for Teacher Salaries	49.5 %	41.0 %
Percent of Budget for Administrative Salaries	5.6 %	5.9 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	39	48	54	34	39	40	42	43	46
Mathematics	52	58	60	42	42	44	40	40	43
Science	14	30	54	22	35	44	35	38	46
History-Social Science				19	24	15	33	33	36

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	50	62	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	45	51	39	
Pacific Islander	*	*		
White (not Hispanic)	63	70	72	
Male	53	59	58	
Female	52	61	50	
Economically Disadvantaged	45	50	40	
English Learners	16	29	0	
Students with Disabilities	18	25	*	
Students Receiving Migrant Education Services	18	45	*	

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	15

X. 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 API Web page 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	2005	2006	2007
Statewide	7	6	7
Similar Schools	7	7	7

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-14	21	17	810
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-23	11	21	761
Pacific Islander				
White (not Hispanic)	3	26	9	851
Socioeconomically Disadvantaged	-17	19	19	771
English Learners	-30	41		
Students with Disabilities				

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

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 AYP Web page 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

XI. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Collaboration time (PC), was developed creatively by Elmer Wood staff, with the support of administration and parents. One day each week students are dismissed two hours early to allow staff time to participate in professional development activities.

PC is a vital strategy for success in the teaching and learning environment at Elmer Wood School. Student assessment results, curriculum content, and the specific needs of the diverse student population are the guiding factors for professional development through PC, along with grade-level meetings, after-school collaborations, and participation in seminars, workshops, and conferences. Having time to collaborate with one's peers gives teachers opportunities to be reflective about their own instructional practices.

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Quality instruction and an 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 support all children as they work to reach State and District standards.