

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Canyon Springs Community Elementary

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 school's contact information.

School		District	
School Name	Canyon Springs Community Elementary	District Name	Sulphur Springs Union Elementary
Street	19059 Vicci St.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91351	Web Site	www.sssd.k12.ca.us
Phone Number	661-252-4322	Superintendent	Dr. Nolet
Principal	Lynn David	E-mail Address	bnolet@sssd.k12.ca.us
E-mail Address	ldavid@sssd.k12.ca.us		

School Description and Mission Statement

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

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. The campus sits in the middle of an older housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative population explosion during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Their efforts have been rewarded by a growth in student achievement over the past five years.

Canyon Springs is a schoolwide Title One school currently educating 801 students in twenty-nine regular education classes, one Learning Disabled Special Day Class, two Deaf and Hard of Hearing classes, and two District ACE Special Day Classes. The support staff includes Speech and Language Specialists, itinerant teachers, an Audiologist, a Resource Teacher, a School Psychologist, a School Psychologist Intern, Adaptive P.E. Teachers, a School Counselor, and Occupational and Physical Therapists. Canyon Springs also houses one of the District's two State Preschools. Approximately 84 Canyon Springs students benefit from the after school SAIL Program, which provides academic support and enrichment until 6 p.m. five afternoons per week. The school also provides an after school Homework Club that offers students a quiet place to do their homework and receive assistance from Instructional Assistants for one hour after school Monday – Thursday.

The State Preschool Program at Canyon Springs is offered at no cost to families and helps approximately 100 children per year prepare for a successful educational career. Preschool students participate in lessons that help

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them develop the academic, social and language skills necessary for success in Canyon Springs' K-6 program. Preschool staff collaborate with kindergarten teachers, special service providers and administrators to articulate instructional goals, assess and provide for special needs, develop transitional learning plans, develop and practice emergency procedures to ensure student safety, and provide parent involvement opportunities.

The school attendance boundaries include several mobile home parks, some lower priced single-family homes, and several large and small apartment complexes. Canyon Springs is an ethnically diverse school with 69.9 percent Hispanic students, 22.8 percent White students, 3.6 percent African American students, and 3.7 percent students from other ethnic backgrounds. The school is linguistically diverse as well with 38.0 percent of students identified as English Learners. Although Spanish is the dominant non-English home language, there are seven other home languages used by students in the school. Approximately 56 percent of students participate in Free/Reduced Lunch Program administered by the Santa Clarita Valley Food Service. Information from the demographic data gathered during the 2007 STAR assessment, indicate that 47 percent of Canyon Springs Parents graduated from High School or College while 53 percent of parents did not graduate from High School or declined to state their educational level.

Each year Canyon Springs staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, district benchmark data, survey results and input provided by teachers, parents, and school committees, the School Site Council updates the School Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential.

Overarching goals for 2007-2008 include Increasing Language Arts Proficiency, Increasing Math Proficiency, Increasing English Language Proficiency, Increasing Science and Health Proficiency, and Improving Student Discipline.

Additional goals that support the overarching goals include:

- Providing a challenging and interesting course of student instruction that is in accordance with California State Standards and Sulphur Springs School District guidelines.
- Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.
- Promoting continued educational growth for students, parents, and staff that creates a community of lifelong learners.
- Promoting a safe and orderly learning environment.
- Creating and maintaining positive, effective communication between home, school and the community.
- Providing regular, monitored homework that allows children to practice what they have learned in the classroom.

Progress toward school goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams meet at least once a month to review individual and group achievement data. Grade levels report progress to the site administrators, which is shared with the school Leadership Team and the SSC. SPSA monitoring comments will be added throughout the year based on input from staff and the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year.

Assessment results are made available to parents and stakeholders in the following ways:

- STAR scores are mailed home
- CELDT scores and Title III Annual Parent Notifications are mailed home
- Test scores are discussed during conferences
- Parent information sessions and committee meetings are available to discuss information

At each SSC meeting planned activities and policies are reviewed to ensure student success. Leadership Team meetings are focused on implementation of effective key strategies and programs. A minimum of one staff meeting per month is dedicated to collaborative grade level planning to evaluate assessment results and discuss best practices for student achievement.

The ExCEL (Excellence, A Commitment to Every Learner) Program will be implemented schoolwide for 2007-2008. ExCEL ensures that all children receive instruction targeted to their identified level of achievement to improve and maximize reading skills. Grades 1-6 provide one hour of ExCEL instruction daily and Kindergarten provides a half hour of ExCEL instruction daily. Students will be assessed regularly using multiple measures, and will be regrouped as they master standards and make academic progress. ExCEL grouping will address students' needs at all levels

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from Far Below Basic to higher achieving Proficient, Advanced/Gifted. Teachers will collaborate to create lessons and assessments. Students with IEPs participate in ExCEL to the extent it is feasible in meeting their individualized needs.

The Accelerated Math Program will be used as a supplemental program for students in grades 2-6 to provide standards-based math practice targeted to students' identified areas of need in math achievement. All students in grades 4-6 will use Accelerated Math. Teachers in grades 2 and 3 will identify students who scored at the Far Below Basic or Below Basic level on the STAR test as well as students who are identified as "at risk for retention" for participation in the Accelerated Math Program. Progress will be monitored using the assessment module of Accelerated Math.

All English Learners will receive 30 minutes of English Language Development instruction on a daily basis as part of Canyon Springs' Program for English Learners. Instruction targeted to students' identified English proficiency level will be provided by the homeroom teacher or the ELD block teacher. Direct instruction lessons may be supplemented by English in a Flash, a web-based ELD program that provides systematic practice opportunities. Students in grades 4-6 will receive additional support to gain English skills and improve achievement in Language Arts through the English Language Acquisition Program (ELAP). Language development progress will be monitored using the SSSD ELD Matrix, progress in English in a Flash, and annual CELDT results.

Gifted and high-achieving students in grades 3-6 will participate in lesson extensions that add depth and complexity to lessons across the curriculum that are delivered within the regular classroom during the school day. GATE student progress will be monitored through benchmark assessments, STAR, and completion of a project for the District GATE Night.

Canyon Springs' Parent Involvement Policy, based on the District Parent Involvement Policy and used in combination with the Home/School Compact, is intended to clarify the partnership that exists between Canyon Springs' staff and parents. Canyon Springs' staff recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, Canyon Springs' staff will:

- Inform parents/guardians that their involvement is important to their children's success in school
- Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities
- Will help parents/guardians develop strategies to help their children with learning at home to improve their academic success
- Help parents/guardians to develop parenting skills and provide home environments that support success in school and society
- Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups
- Participate in training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to help parents become partners in the instructional process at school and at home.

Canyon Springs offers many activities that support the school's Parent Involvement Policy. Parents are encouraged to attend meetings at the Parent Resource Center. The meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school. Community Based English Tutoring, adult ESL, is being offered for one hour each morning. Childcare is provided to encourage parent enrollment in the classes. Kindergarten classes offer Tuesday Reading, inviting parents to come to class and read with/to their child. Student Affairs Organization sponsors Walk In Their Shoes days where parents are invited to spend a day or a few hours with their child in the classroom, on the playground, and in the cafeteria. Parents have first hand opportunity to work with their child in class and learn about the academic opportunities offered to students during the day.

Evening activities will include Family Math Night, PRICE Parenting classes, and Parent Information Nights offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child, and are offered in both English and Spanish.

A number of dedicated parents make up the School PTA. PTA provides fun-filled family events and support to the

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school's programs such as P.E., school assemblies, Red Ribbon Week, and field trips.

Canyon Springs continues to focus on technology-based instruction to help with student learning. Classroom computers have been upgraded to support new programs and provide access to AR quizzes and STAR reading tests. Second and fourth grade pods have been equipped with ten computers each. Students have easier access to technology to work on projects and conduct research. The school's Computer Lab is equipped with 40 computers in addition to a teacher station. Primary and Upper grade students make weekly visits to the lab to work on projects. There is also a wireless mobile lab that can be checked out to classrooms for whole-class technology-based projects. All classrooms in 4th-6th grade have been upgraded with a Smart Board, Elmo document camera, and projector so that teachers can provide additional technology-based learning support to students using these tools. Teachers in Kindergarten-3rd grade can utilize Smart Board technology in the Science Lab, Computer Lab and in the classroom by checking out the two mobile Smart Board systems.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Students Affairs Organization works to provide fun filled school activities throughout the year.

Dedicated staff, students and parents make Canyon Springs a special school with high expectations and a caring school community spirit.

Opportunities for Parental Involvement

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

Contact Person Name: Lynn David

Contact Person Phone Number: (661) 252-4322

Canyon Springs' staff believes that parents are our partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. Opportunities for parental involvement include:

- Volunteering in classrooms
- Attendance at monthly Spirit Award Assemblies
- Parent/Teacher Conferences
- Back To School Night
- Open House
- Participation in the Parent Teacher Association (PTA) and PTA-sponsored events (Movie Nights, Winter Wonderland, Sports Nights)
- Participation in the School Site Council (SSC)
- Participation in the English Learner Advisory Committee (ELAC)
- Daily Community Based English Tutoring (CBET) adult ESL classes
- Parent Resource Center meetings
- Sign Language classes
- Walk In Their Shoes
- Family Math Night
- Young Author's Fair
- Red Ribbon Week/Character Counts Week
- Parent Information evenings
- GATE Night
- Parenting classes
- Individual teacher or Principal conferences upon request

The Parent Involvement Policy and Canyon Springs Home/School Compact are distributed to all parents at the beginning of each school year. Signed Home/School Compacts are on file in each teacher's classroom.

Canyon Springs is committed to ensuring that all parents are able to become involved in their children's education in meaningful ways. Spanish and ASL interpreters provide language interpretation at meetings, conferences and assemblies. All essential documents are printed in English and Spanish, and oral explanations of documents in English or Spanish are provided when requested by the parent.

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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	Grade Level	Number of Students
Kindergarten	99	Grade 4	110
Grade 1	114	Grade 5	122
Grade 2	104	Grade 6	139
Grade 3	113	Total Enrollment	801

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	4.00%	Pacific Islander	0.12%
American Indian or Alaska Native	0.25%	White (Not Hispanic)	22.85%
Asian	1.25%	Economically Disadvantaged	56.00%
Filipino	2.00%	English Learners	38.00%
Hispanic or Latino	70.00%	Students With Disabilities	13.00%

Average Class Size and Class Size Distribution

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				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	27.3	--	4	--	24.8	1	3	--	33	--	1	2
1	19.2	6	--	--	19	6	--	--	18.3	6	--	2
2	19.6	7	--	--	19.1	9	--	--	19.5	6	--	2
3	18.7	7	--	--	18	5	--	--	20	5	1	2
4	29.3	--	4	--	29.2	--	5	--	34	--	--	2
5	32.3	--	2	1	30.5	--	4	--	33.7	--	--	3
6	29	1	4	--	29.3	1	1	2	30.8	--	4	--

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II. School Climate

School Safety Plan

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

Every student and teacher has the right to attend a safe school where he or she is free from physical or psychological harm. The Canyon Springs School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

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	District		
	2004-05	2005-06	2006-07
Suspensions	5.00%	5.00%	5.00%
Expulsions	1.00%	1.00%	1.00%

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.

Monthly walkthrough reports indicate that our school facility and grounds are well kept and clean. Our staff and students view school as their home away from home and respect it as such. Students are encouraged to keep the school clean by their participation in the school's Character Counts program. The school's three custodians clean the classrooms, cafeteria and bathrooms daily and perform general maintenance and repair tasks. The school grounds are well maintained by our district grounds crew who service the school site on a weekly basis. During the past 12 months the following maintenance projects were completed at the school: installation of 14 SmartBoard technology systems; ten classrooms were recarpeted; the Multipurpose Room, student bathrooms, Office and various classrooms were repainted; the fire alarm system was upgraded; video surveillance cameras were added throughout the campus; and student bathrooms were repiped.

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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			None
Mechanical Systems	X			None
Windows/Doors/Gates (interior and exterior)	X			None
Interior Surfaces (walls, floors, and ceilings)	X			MPR, office, restrooms repainted.
Hazardous Materials (interior and exterior)	X			None
Structural Damage	X			None
Fire Safety	X			Fire system upgraded during 10/07
Electrical (interior and exterior)	X			Wiring for 14 SmartBoards installed
Pest/Vermin Infestation	X			None
Drinking Fountains (inside and outside)	X			None
Restrooms	X			2 buildings repainted 12/08; 1 repiped 12/08.
Sewer	X			None
Playground/School Grounds	X			None
Roofs	X			None
Overall Cleanliness	X			None

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	Exemplary	Good	Fair	Poor
Overall Summary	X			

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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	39	42	41	268
Without Full Credential	4	3	1	4
Teachers Teaching Outside Subject Area	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	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

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
Speech/Language/Hearing Specialist	2.6

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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	Houghton Mifflin Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Mathematics	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Science	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
History-Social Science	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
Foreign Language		
Health	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

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.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

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	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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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	36%	38%	37%	53%	55%	53%	40%	42%	43%
Mathematics	47%	56%	50%	60%	63%	60%	38%	40%	40%
Science	22%	29%	32%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	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
African-American	20%	24%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	69%	62%	--
Hispanic or Latino	31%	44%	29%
Pacific Islander	--	--	--
White (Not Hispanic)	53%	72%	43%
Male	32%	49%	38%
Female	42%	51%	25%
Economically Disadvantaged	29%	44%	28%
English Learners	13%	32%	16%
Students With Disabilities	11%	23%	33%

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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	21%	20%	21%	47%	44%	44%	41%	42%	42%
Mathematics	42%	49%	36%	67%	67%	59%	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 Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	18%	27%
White (Not Hispanic)	43%	76%
Male	22%	34%
Female	20%	38%
Economically Disadvantaged	16%	29%
English Learners	4%	16%
Students With Disabilities	--	--

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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	27.0%

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. 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	5	4	5
Similar Schools	9	7	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	-4	26	-16	731
Hispanic or Latino	0	22	-14	704
White (Not Hispanic)	2	44	2	808
Economically Disadvantaged	-3	35	-21	698
English Learners	--	12	-27	661

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
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	Not In PI

Professional Development

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

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2006-2007 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity.