

Executive Summary School Accountability Report Card, 2005-06

For Pinetree Community Elementary School

Address: 29156 Lotusgarden Dr., Canyon Country CA
91351-1840

Phone Number: (661) 298-2280

Principal: Anne Gibson

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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

Pinetree Community School is located in a residential area of the north end of the Santa Clarita Valley. Pinetree opened in 1988 and is committed to academic excellence as evidenced by the status of California Distinguished School that Pinetree received in 1993 and 2004.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	803	Teachers With Full Credential	36
African American	5.0 %	Teachers Without Full Credential	1
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	5.1 %	Misassignments of Teachers of English Learners	5
Filipino	3.1 %	Total Teacher Misassignments	5
Hispanic or Latino	25.5 %		
Pacific Islander	0.1 %		
White (Not Hispanic)	61.1 %		
Multiple or No Response	0.0 %		
Socioeconomically Disadvantaged	10.9 %		
English Learners	6.0 %		
Students with Disabilities	11.0 %		

School Facilities

Summary of Most Recent Site Inspection

Administrators and the site custodian inspect the school plant monthly and the air quality in each room every 6 months. The most recent site inspection found the school to be well maintained. The restrooms show wear as would be expected of a building almost 20 years old. The restroom facilities are clean, the floors have had recent repair, the toilets are new and the walls were painted in April 2006. The cafeteria is well maintained. Students eat inside daily. Floors and tables are cleaned after every meal. The library has new carpet, paint and ceiling, which were completed in January 2006. The classrooms are also well maintained. Worn carpet is replaced as needed. Five classrooms received new carpet in 2006. Classrooms are dusted monthly; carpet is washed annually or as needed. Tile floors are waxed every 6 months. Ramps leading to classrooms are sturdy and have been “faced” to prevent trash from collecting beneath the ramp. Playground equipment is kept in good repair and is also inspected monthly. Construction of a new science lab is expected to be complete in January of 2007. Computers in the computer lab will be updated in 2007. The grounds are kept free of graffiti and are well cared for weekly by the District grounds crew that mows, trims, and clears leaves. Vandalism is repaired quickly, usually the same day and always with student safety in mind.

Repairs Needed

A great deal of the repairs needed arise from vandalism over the weekends. In 2005-06 a hole was cut in the perimeter fence. It was temporarily repaired immediately and later permanent repair was completed. A window was broken and was repaired. The school Marquee was vandalized and is awaiting replacement parts but is secured. Lunch benches on the field were broken and removed so no injury could occur.

Additionally repaired in 2005-06: concrete walkways that were uneven were sanded down to be level, watering systems were repaired. Drainage problems in the kindergarten sandbox have been remedied and new turf has been placed under the swings to prevent uneven trenches from footwear. Routine heating and air conditioning repairs have been made. The parking lot shows wear and small potholes are beginning to form. The District deferred maintenance plan is to include resurfacing the parking lot in summer 2007.

Curriculum and Instructional Materials

School Finances

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials	Expenditures Per Pupil (Unrestricted Sources Only)	
		Level	
		School Site	\$4,513
		District	\$5,010
		State	\$4,743
Reading/Language Arts	0%		
Mathematics	0%		
Science	0%		
History-Social Science	0%		
Foreign Language	n/a		
Health	0%		
Science Laboratory Equipment (grades 9-12)	n/a		

Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests	Indicator	Result
English-Language Arts	65	2006 API Growth Score (from 2006 API Growth Report)	855
Mathematics	69	Statewide Rank (from 2005 API Base Report)	8
Science	50	2006-07 Program Improvement Status	
History-Social Science			

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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	Pinetree Community Elementary	District Name	Sulphur Springs Union Elementary
Street	29156 Lotusgarden Dr.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91351-1840	Web Site	www.sssd.k12.ca.us
Phone Number	661-298-2280	Superintendent	Robert Nolet, Ed.D.
Principal	Anne Gibson	E-mail Address	бноlet@sssd.k12.ca.us
E-mail Address	agibson@sssd.k12.ca.us	---	---

School Description and Mission Statement

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

Pinetree Community School is located in a residential area of the north end of the Santa Clarita Valley. Pinetree opened in 1988 and is committed to academic excellence as evidenced by the status of California Distinguished School that Pinetree received in 1993 and 2004.

Pinetree has also demonstrated a commitment to keep technology as an integral part of each student's education. Each classroom is equipped with at least one networked computer, has tv/vcr access, and is wired for cable. Additionally, the Pioneer Television Network (closed circuit television broadcast) was created so morning announcements are broadcasted daily to the entire school via this network. A computer lab with 34 computers and a computer resource area within our library media center are other ways students are introduced and involved with technology. All students participate in the Accelerated Reader Program. A majority of our library books have accompanying Accelerated Reader tests to go with them. Our school's personalized home page on the Internet enables students, parents and community members to keep informed of school happenings, and communicate with staff through E-mail. We also utilize the PACE (Partnership for Academic and Community Excellence) system. Weekly electronic phone messages enable us to communicate quickly with parents on a school-wide scale.

Parents are an integral part of the school community. The PTA devotes many volunteer hours to support our academic program. Additionally, they provide funds, which support programs such as music and physical education as well as technology, disaster preparedness, and other site needs.

Our children are our most valued resource. We prepare our students to become life-long learners and leaders of the future. It is our school's mission to provide a coordinated educational program which allows all students an equal opportunity to achieve their full potential through a quality, balanced education with standards of excellence that are well known and applied with consistency and fairness to all. We are committed to provide our students with a secure climate in which to learn and to prepare them to work and function in the world of tomorrow.

Our parents provide an essential foundation, which allows our students to achieve their fullest potential. Our parents are actively involved in their children's learning on a daily basis.

Our staff members are dedicated to providing excellence in teaching. They provide a rich curriculum that helps students grow and develop a life-long curiosity and a love for learning.

At Pinetree School the students, parents and staff share this responsibility. Students, parents and staff work together efficiently and effectively to improve education continuously in our school.

Opportunities for Parental Involvement

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

Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or providing time to prepare materials. Additionally, Pinetree has a very active PTA. Parents can become involved in supporting the school by joining the PTA and becoming involved in PTA sponsored events.

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
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Kindergarten	90	Grade 8	0
Grade 1	88	Ungraded Elementary	0
Grade 2	113	Grade 9	0
Grade 3	108	Grade 10	0
Grade 4	138	Grade 11	0
Grade 5	126	Grade 12	0
Grade 6	140	Ungraded Secondary	0
Grade 7	0	Total Enrollment	803

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	5.0	White (not Hispanic)	61.1
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	5.1	Socioeconomically Disadvantaged	10.9
Filipino	3.1	English Learners	6.0
Hispanic or Latino	25.5	Students with Disabilities	11.0
Pacific Islander	0.1	---	---

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	2003-04				2004-05				2005-06			
	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	18.3	6			18.8	4			29.7		3	
1	19.2	5			17.6	5			17.5	6		
2	18.4	7			19.6	5			18.7	6		
3	18.8	6			19.7	6			18.1	7		
4	22.3	1	3		30.3		4		28.0		5	
5	25.8		4		29.8		4		28.3		4	
6	28.7		3		27.2		5		30.3		4	
K-3	18.0	2			19.5	4						
3-4	19.5	2			27.0		1					
4-8	25.6		5		26.0		1		32.0		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		
	2003-04	2004-05	2005-06
K	100% Option 2	100% Option 2	100% Option 2
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.

In addition to the required safety plan that is reviewed annually, the school has developed a discipline policy based upon the Pillars of Character Development that is explained to students and sent home for parent review. The school has prepared a well-stocked emergency bin and teachers have been trained in disaster preparation. All school personnel and students participate in disaster drills monthly and are well prepared for these situations. The school has developed a valet traffic plan for student drop-off and pick-up and it is supervised with district personnel before and after school.

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.

Pinetree support the Character Count Program and recognizes good citizens through our "Caught Being Good" program as well as through monthly award assemblies. Student academic efforts are recognized through our monthly award program as well as through the "EEE" (Effort and Excellence in Education) program supported by local businesses. Students are also recognized for special accomplishments, sports and on their birthday on the PNN (Pioneer News Network), our closed circuit TV broadcast system each morning and with certificates, pencils, etc.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	10	20	24	125	179	150
Expulsions	0	0	0	0	0	0

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.

Pinetree School was built in 1988 and therefore the facilities are fairly new. The school has two main "pod" buildings with central instructional space as well as 19 portable classrooms. All classrooms have access to the Internet and most have sinks. All classrooms and the cafeteria have air conditioning and forced air heat. There are ample restrooms located in the upper grade wing, the primary wing, the kindergarten classroom area and mid campus. Restrooms are cleaned daily as is the cafeteria, classrooms and grounds. The campus also has a computer lab

with 32 computers and a closed-circuit television studio. The school also has a cafeteria and full kitchen with indoor seating for 231, during food service, which opens onto an amphitheater. The play surfaces consist of a large field with a 1/5-mile track and softball field with a large jungle gym, two hard surfaces for primary and upper grade students, and a sandbox area for kindergarten student with swings, jungle gym, and hard play area. In addition to the required safety plan that is reviewed annually, the school has developed a discipline policy based upon the Pillars of Character Development that is explained to students and sent home for parent review. The school has prepared a well-stocked emergency bin and teachers have been trained in disaster preparation. All school personnel and students participate in disaster drills monthly and are well prepared for these situations. The school has developed a valet traffic plan for student drop-off and pick-up and it is supervised with district personnel before and after school.

School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
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		
Sewer	X		
Playground/School Grounds	X		
Other			

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	43	39	36	270
Without Full Credential	3	1	1	12
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	7	1	5
Total Teacher Misassignments	7	1	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB 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 <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
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

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.

For the 2005/06 school year, substitute teachers were used on 199 days across the District. These substitute days were utilized for program planning, professional development activities, and workshop and conference attendance and for illness. These days also include staffs that have extended illness leaves as well as maternity leaves. The returning classroom teacher evaluates substitute teachers. The site principal evaluates those individuals serving in a long-term assignment. The evaluation form includes instructional effectiveness, classroom management, relationship with pupils and an overall rating and adoption for comments. In the 2005/06 school year, there were 15 instances across our eight sites when a substitute was not available. Each site covers these rare occasions by using their assigned resource specialist, assistant principal or principal

Teacher Evaluation Process

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

The Board of Trustees in agreement with the Teachers' Association adopted the teacher evaluation process used in the Sulphur Springs School District. Each year, every teacher, with direction from the principal, develops a performance plan covering the objectives identified in our School-wide Program Plan. The principal or assistant principal formally evaluates tenured teachers in the District at least every two years. The evaluation is based on each teacher's performance on a variety of points, including general student performance, classroom discipline, and effectiveness of instructional techniques. Probationary teachers are reviewed every year for

two years.

The Sulphur Springs School District is firmly committed to the continual development and improvement of all teachers. To this end, the district annually provides professional staff activities to enhance teacher effectiveness. During the 2005/06 school year, all teachers were provided with the opportunity to attend conferences, seminars, workshops and/or other staff development opportunities. Staff development topics included all curriculum areas, however, reading, writing, science, educating English language learners, assessment, and diversity were the major topics covered. In addition, teachers participated in numerous staff meetings that focused on analyzing student performance on State assessment and how to modify instruction to better meet student needs.

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	n/a	
Library Media Teacher (Librarian)	n/a	---
Library Media Services Staff (paraprofessional)	0.6	---
Psychologist	0.5	---
Social Worker	n/a	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	1	---
Other		---

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 – K/6: 2003	Sufficient Textbooks; one per student
Mathematics	McGraw Hill – K/6: 2001	Sufficient Textbooks; one per student
Science	Harcourt Brace – K/5: 2000 Holt, Rinehart – 6: 2001	Sufficient Textbooks; one per student
History-Social Science	McGraw Hill – K/6: 1999	Sufficient Textbooks; one per

		student
Foreign Language	n/a	n/a
Health	Harcourt Brace: Healthy You	Sufficient Textbooks; one per student
Science Laboratory Equipment (grades 9-12)	n/a	n/a

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	5,037	524	4,513	---
District	---	---	5,010	62,510
Percent Difference - School Site and District	---	---	90.1%	---
State	---	---	\$4,743	\$58,725
Percent Difference - School Site and State	---	---	105.6%	106.4%

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 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132	\$38,554
Mid-Range Teacher Salary	\$59,202	\$62,649
Highest Teacher Salary	\$79,271	\$76,437
Average Principal Salary (Elementary)	\$104,606	
Average Principal Salary (Middle)	n/a	

Average Principal Salary (High)	n/a	
Superintendent Salary	\$147,396	\$150,227
Percent of Budget for Teacher Salaries	44.6	43.8
Percent of Budget for Administrative Salaries	6.1	5.4

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	58	61	65	49	53	55	36	40	42
Mathematics	56	63	69	53	60	63	34	38	40
Science	36	52	50	30	45	50	25	27	35
History-Social Science							29	32	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	52	60	*
American Indian or Alaska Native			
Asian	83	83	*
Filipino	76	90	*
Hispanic or Latino	53	59	39
Pacific Islander			
White (Not Hispanic)	68	71	54
Male	60	67	46
Female	69	70	54
Economically Disadvantaged	41	47	*
English Learners	43	62	*
Students with Disabilities	44	47	39
Students Receiving Migrant Education Services			

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	58	56	56	55	47	44	43	41	42
Mathematics	70	74	82	66	67	67	51	52	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	36	71
Pacific Islander		
White (not Hispanic)	63	85
Male	46	84
Female	66	79
Economically Disadvantaged	33	67
English Learners	*	*
Students with Disabilities	43	64
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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards

5	25.5%
7	n/a
9	n/a

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	2003-04	2004-05	2005-06
Statewide	8	8	8
Similar Schools	4	6	3

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: Blank spaces means the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	20	16	18	855
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	24	0	23	817
Pacific Islander				
White (not Hispanic)	18	19	16	864
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

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.

Pinetree is proud to be a 2004 State Distinguished School. (Pinetree was not eligible to apply for

Distinguish School status in 2005 because the 2004 title/award extended through the end of 2005.) Pinetree's API has grown in excess of 10 points annually for the last several years and is please not to be part of the State Intervention Program.

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	n/a	n/a
First Year of Program Improvement Implementation	n/a	n/a
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

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.

The School Leadership team consists of members from each grade level who provide guidance on instructional and logistic matters. The teaching staff at Pinetree is made up of experienced, well-educated individuals. 90% of the Pinetree staff has been teaching over 5 years and 2/3rds of the staff has been teaching 10 or more years. Instruction is tied directly to the California Standards at each grade level. Each teacher spends a majority of time providing instruction in language arts and mathematics. Often science and social studies instruction is integrated with language arts skills such as writing and include hands on activities, which reinforce instruction. Pinetree teachers follow the District established timeline for writing instruction making sure each grade level genre is taught. Additionally, Pinetree is fortunate to receive funding from PTA for music and physical education instruction from experienced teachers.

Professional Development

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

The instructional minutes in the Sulphur Springs School District allow for Professional Development time weekly. Teachers will work in grade level teams, as a whole school staff or as grade levels District teams during the allocated time. Professional Development time during the 2005-06 school year focused on benchmark and writing analysis to better meet the needs of individual students, standards based grading and implementation of the Standards Based Report Card,

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	36,000	36,000
1	56,385	50,400
2	56,385	50,400
3	56,385	50,400
4	56,385	54,000
5	56,385	54,000
6	56,385	54,000
7	n/a	54,000
8	n/a	54,000
9	n/a	64,800
10	n/a	64,800
11	n/a	64,800
12	n/a	64,800

Minimum Days in School Year

This 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.

Every school in the district had 9 minimum days during the 2005/06 school year. A minimum day is defined as at least 200 minutes for kindergarten and 285 minutes for grades 1 - 6. These days were designated for Back-to-School Night, Open House, Parent-Teacher Conferences, last day of

school and four additional minimum days to provide teachers with curriculum planning time. Typical activities during these planning sessions include analysis of student portfolios, benchmark and writing assessments, classroom environment, development of instructional materials and strategies, and many other activities designed to improve the educational programs of our students.