



SARC Features Tour: Fact Sheet

Newer teachers are part of almost every school. But when too many of a school's teachers are new, it is often a sign of potential problems. This factor also supplements the emphasis on teaching quality under NCLB.

Clearly noting jumps in class size by grade level helps parents avoid unpleasant surprises. Explanations supplement the data in this table.

The level of education attained by a child's parents may shape how well prepared that child is for school.

We report results for students in all five proficiency bands. (The state SARC template looks only at the top two bands.) And we only make comparisons that are school-level specific.

The messy matter of two views of progress is one we explain with care. Parents can make better sense of both interpretations if they are cautioned about their differences in advance.

The seven factors that matter most about the API and AYP are called to the reader's attention. At the top of the lists are the most important of all.

At the bottom of this list are the hot buttons for schools in trouble. The state and federal "watch lists" are making headlines. So addressing parents' concerns is essential.

School Fact Sheet, 2003-2004
ELK GROVE UNIFIED SCHOOL DISTRICT

Prairie Elementary School

ADDRESS: 5251 Valley Hi Dr., Sacramento, CA 95823 **PHONE:** (916) 422-1843
PRINCIPAL: Fawzia Keval **GRADE RANGE:** K-6 **SCHEDULE:** Year-round

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	59	28	28
Students per teacher	18	20	20
Average years of teaching experience	10	12	12
Teachers with one or two years of teaching experience	10%	11%	11%
Male teachers	10%	16%	15%
Full credential holders	100%	98%	93%
Trainee credential holders	0%	1%	4%
Emergency permit holders	0%	1%	4%

SOURCE: 2003 CREDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely sum to 100 percent.

Our teachers bring an average of ten years of teaching experience to their classes. About 100 percent have a full credential. Statewide, about 93 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	18	20	20
First grade	19	19	19
Second grade	20	19	19
Third grade	19	20	20
Fourth grade	24	29	29
Fifth grade	24	29	29
Sixth grade	24	30	29

SOURCE: 2003 CREDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 24 students. Our average class size schoolwide is 21 students. The average class size for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,084	549	568
English learners	39%	22%	32%
Low-income students	98%	53%	55%
Students whose parents attended/graduated college	42%	58%	53%

SOURCE: 2003 CREDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 423 students at our school whose native language is not English speak Spanish at home.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:
■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

STUDENT SUBGROUP	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	28%		
Calif. elementary schools	36%		
Math			
Our school	37%		
Calif. elementary schools	45%		
Science			
Our school	6%		
Calif. elementary schools	24%		

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We track our school's academic achievement over time with two measures: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide conflicting views of student progress.

Academic Performance Index (API)

This is California's way of rating schools. The API is based on student test scores, and it rates schools on a scale from 200 to 1000. The state expects schools to obtain an API of 800. Underperforming schools have APIs falling in the bottom half of all schools in the state and are eligible for state-funded programs to improve student achievement. Our school's API was 701, compared with 735 for the average elementary school.

Adequate Yearly Progress (AYP)

This is a federal measure that requires schools to meet test score goals schoolwide and for subgroups* of students. If just one group of students fails to meet its goals, the school does not make AYP. Program Improvement schools did not make AYP for two or more years in a row in the same subject and must provide student transfers to higher-performing schools and tutoring services.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide participation rate	Yes
API score	701	Met schoolwide test score goals	Yes
Growth attained from prior year	+9	Met subgroup* participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	Yes
Governor's Performance Award	No	Met schoolwide API for AYP	Yes
Underperforming school†	No	Program Improvement school	No

SOURCE: API growth score, spring 2004 test cycle. Rankings are released in February 2005. * Includes English learners, special education students, low-income students, and ethnic groups that must meet separate API and AYP goals. † Data were not available or not reported; the number of valid test scores was too small for statistical analysis at the school or district to change the testing data and a new API will be released in 2005; or the school participates in an alternative accountability program. ‡ Includes schools participating in the Immediate Intervention Underperforming Schools Program and the High Priority Schools Grant Program.

PUBLISHED BY SCHOOL WISE PRESS
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