

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

## Executive Summary School Accountability Report Card, 2009-10

### Central Elementary School

Address: 525 Middle Rd. , Belmont CA 94002-2130  
Principal: Cori McKenzie

Phone: 650-637-4820  
Grade Span: K - 5

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 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 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

Central is a small neighborhood school of 411 students tucked into the beautiful hills of Belmont. Our school population tends to be stable, with students coming from comfortable middle-class backgrounds whose parents are committed to their children's education.

Central maintains high expectations for all in a warm, safe and nurturing environment. Parents and teachers partner in raising each child together. The comment, "We are like one big family!" is often repeated by students, parents, and staff. While it is not uncommon for parents and teachers to be united in their desire for students to meet and exceed standards, what is uncommon is the way in which Central goes about fulfilling its charter. Many observers comment on the atmosphere of enthusiasm and welcome that is endemic to the school, as well as the high level of trust, cooperation and approval that exists among staff, parents, and students.

We are proud of our 2009 Academic Performance Index (API) of 932. We continue to take pride in being designated as a National Blue Ribbon School by the U.S. Dept. of Education. We recognize that success at Central is not an accident. The consistent growth of our students' achievement is due to a combination of exemplary teachers providing balanced, rich, standardized instruction, huge parent involvement, and a safe and nurturing environment where all students are valued and fully included.

### Student Enrollment

Group	Percent
African American	.95 %
American Indian or Alaska Native	0%
Asian	14.8%
Filipino	.72 %
Hispanic or Latino	5.49 %
Pacific Islander	1.19 %
White (not Hispanic)	57.52 %
Multiple or No Response	19.33 %
Socioeconomically Disadvantaged	4.00 %
English Learners	8.00 %
Students with Disabilities	13.00 %
<b>Total Number of Students</b>	<b>419</b>

## Teachers

Indicator	Teachers
Teachers with full credential	22
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	84%
Mathematics	88%
Science	94%
History-Social Science	N/A

## Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	934
Statewide Rank (from 2009 Base API Report)	10
2010-11 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

No formal site inspection was held recently. However, repairs were determined through consultation with Custodian, District Lead Maintenance Assistant, Assistant Superintendent of Business Services and Operations and the Site Administrator.

### Repairs Needed

Electrical and technology upgrades. Driveway and playground surface improvement.

### Corrective Actions Taken or Planned

During the 2009-2010 school year the following site improvements were made:

- Electrical upgrades in rooms 1-12
- Upgraded phone systems
- New student information system
- Repaired and repaved driveway to playground
- Resealed, weather coated and freshly painted playground
- New signage on office doors and library (courtesy of our PTA)

## 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	N/A
Health	0%
Visual and Performing Arts	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,651
District	\$6,522
State	\$5,681

## School Completion

Indicator	Result
Graduation Rate (Promotion to 6th grade Ralston Middle School)	100%

## NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

## NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on the California Department of Education (CDE) [SARC](#) Web page. 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 on the CDE [DataQuest](#) Web page 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 2010-11)

This section provides the schools contact information.

School		District	
School Name	Central Elementary	District Name	Belmont-Redwood Shores Elementary
Street	525 Middle Rd.	Phone Number	650-637-4800
City, State, Zip	Belmont , CA 94002-2130	Web Site	www.brssd.org
Phone Number	650-637-4820	Superintendent	Emerita Orta-Camilleri
Principal	Cori McKenzie	E-mail Address	eorta-camilleri@brssd.org
E-mail Address	cmckenzie@brssd.org	CDS Code	41- 68866- 6043434

#### School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

Central School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont-Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District. The Central School community consists of families for whom education is a high priority. The school is the hub of the community for many families. Parents enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Central's many awards and honors, including numerous local awards, the 2004 Presidential Environmental Youth Award, the 2006 California Distinguished School, and a 2007 National Blue Ribbon School is apparent in all members of the school community.

The mission of Central School is to provide our students with a high quality educational environment in which students, staff, and parents emphasize excellence: "As a school community our vision and mission is to educate the whole child through an engaging curriculum, to value each individual within a safe environment, and to support every student in achieving or surpassing the California State Standards."

This mission was acknowledged as successful by the State of California when, in 1995, Central School was first acknowledged as a "California Distinguished School". Staff, parents, and students are a community of learners who share this vision. Our vision is the

unifying factor in setting each year's educational priorities. The principal facilitates the staff and SSC (School Site Council) to collaboratively plan the curriculum to reflect the school's goals. Throughout the school year student performance is measured against the vision, which is consistent with core curriculum standards. Student learning outcomes are the primary factors used to measure progress. These goals are carried out by Central's staff, who are committed to substantive progress and continuous improvement.

### Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

- Adopt-School Comm.
- Art in Action Docent
- Back to School Supplies
- Book Fair
- Buddy Families
- Bulletin Board
- Centraletter
- Chess Club
- Dinner/Dance Auction
- Disaster Prep. Committee
- Discovery Day
- Escrip
- Family Social Night
- 5th Grade Graduation Party
- Founder's Day
- Getting Green
- Grandparent's Day
- Holiday Gift Workshop
- Hospitality
- Hot Lunch Program
- Ice Cream
- Ice Cream Social
- Kiddy Valet volunteers
- Language Program
- Library
- Marquee
- Membership
- Monetary gifts
- Music for Minors
- Newcomer's Packet
- Non-A-Thon Fundraiser
- Parent Education
- Parent Handbook
- Red Ribbon Week
- Room Rep Coordinator
- Safe School Liaison
- School-Force Liaison
- Site Council
- Student Directory
- Teacher Appreciation
- Teacher/Staff Luncheon
- Technology
- T-Shirt Sales
- Tuesday Envelope Coordinator
- Tutoring Program
- Volunteer Coordinator
- Yearbook

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	84
Grade 2	73
Grade 3	60
Grade 4	69
Grade 5	51
<b>Total Enrollment</b>	<b>419</b>

### Student Enrollment by Group (School Year 2009-10)

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

Group	Percent
African American	.95 %
American Indian or Alaska Native	0%
Asian	14.8%
Filipino	.72 %
Hispanic or Latino	5.49 %
Pacific Islander	1.19 %

White (not Hispanic)	57.52 %
Multiple or No Response	19.33 %
Socioeconomically Disadvantaged	4.00 %
English Learners	8.00 %
Students with Disabilities	13.00 %
<b>Total Number of Students</b>	<b>419</b>

### 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	2007-08			2008-09			2009-10					
	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	19.5	4			20.0	3			20	4		
1	19.7	3			19.3	3			20	4		
2	20.0	4			20.0	4			20	4		
3	20.0	2			19.7	3			20	3		
4	19.0	1			30.0		1		30		2.5	
5	28.0		1		30.0		2		30		1.5	
K-3	20.0	1			20.0	1						
3-4					20.0	1						
4-8	30.0		1									

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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

**Emergency Procedures** These emergency safety procedures are available on the web site. It is recommended that you give a copy of these procedures to those you have designated as emergency contacts on your child's emergency card.

**Disaster Preparedness** Central School utilizes a Disaster Plan to provide a safe environment for your children. Our "yellow cards" provide us with the necessary information. **We will not release your child to anyone whose name is not on the card. PLEASE KEEP CONTACT INFORMATION CURRENT.**

In case of a disaster, all children will either "duck and cover" and then evacuate the building, or evacuate immediately, depending on the crisis. Each teacher will stay with his/her class until all parents or designees pick up the children. If safe, we will return to the building to wait inside, otherwise we will remain outside.

No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.

No student will be allowed to leave with another person, even a relative or baby-sitter, unless that particular person is listed on the student's emergency form in our files. If your child's emergency card is not up to date, please give us the correct information. We do ask for your help in the following areas:

1. Please DO NOT CALL THE SCHOOL. We must have the lines open for emergency calls.
2. As soon as possible, come to school to pickup your child and any other children for whom you are the emergency card designee.
3. Park on the streets. Leave the driveway and parking areas clear for emergency vehicles.
4. If, at the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, announcement will be made on Bay radio stations and TV stations. A Public Information line will also be maintained at the District Office, 637-4800, and the PTA will initiate a telephone tree.
5. Be sure you have told your student to follow the directions of school personnel.

- 6. If there were a need to evacuate, students would be on the field behind the school.

For your information, we have a complete Emergency Response Plan available in our office. You are welcome to come in and review it at anytime.

Central School 's parent / staff Emergency Committee continually work toward improving student safety. In the past few years a "Kid's Preparedness Kit" concept was developed as a way for parents to participate in preparing our students in the event of a natural disaster or emergency during school hours. All students bring a completed Emergency Release card, along with specific snacks, which are stored by class in the emergency shed. The goal is to provide comfort and sustenance for students in time of an emergency. At the end of each year, the school enjoys the snacks at a Disaster-Free picnic. The committee has also inventoried all items needed in case of an emergency and purchased those items lacking. An Emergency Preparedness flip chart for each classroom was developed for teachers to refer to in case of an emergency. Each classroom also has a First Aid kit, which is used by the teacher in case of an emergency. The committee has recently reviewed and edited Central's Disaster Preparedness Plan. The Emergency committee is an integral part of Central's ongoing efforts towards excellence in student safety and preparedness.

## 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.3	0.8	0	4.7	7.3	4.2
Expulsions	0.0	0.0	0	0.2	0.0	0.1

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

**Age of Buildings:** This school has 19 classrooms, a music room, a library, a learning center, a computer lab, a multipurpose room, and administrative offices. The main buildings were constructed in 1964, and modernized in 2004. Two portable classrooms were installed on the campus in 1998.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

**Complaints and Reports of Conditions Requiring Remedy:** Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

Of the classrooms at Central, 17 are used for regular instruction. The other classrooms are used for, music instruction and learning center, and a Special Day classroom, The computer lab has 21 computers networked to two printers, smart Board and a projector. Four additional projectors are available for use in classrooms. The library has 2 card catalogue computers and 2 librarian computers. There are teacher computer stations with printers in every room. The classroom computers are connected to TV monitors so that lessons can be projected from the computer to TV screen. All classrooms have a VCR and DVD. During the past year, four SMART Boards were installed in classrooms. Classrooms also have between 2 and 5 computers in them, in addition to the teacher's computer, all of which are connected to the Internet. Every staff member has received mandated technology training. All classrooms have telephones. Each staff member has email and voice mailbox.

During 2004, four restroom facilities at Central were completely renovated. We have also installed ADA (American Disabilities Act) equipment and accommodations to become completely handicap compliant. This past year the multi-use room has been renovated

by the PTA.

After School Care is available on site for children provided by a private agency. Before and after school care provides supervision for students in K-5 five days per week as well as all day on district in-service days and some holidays.

### School Facility Good Repair Status (School Year 2010-11)

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
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
<b>Interior:</b> Interior Surfaces	N/A	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
<b>Electrical:</b> Electrical	N/A	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			
<b>Structural:</b> Structural Damage, Roofs	N/A	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
<b>Overall Rating</b>	N/A	X			N/A

## 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	19	21	22	156
Without Full Credential	0	0	1	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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or

less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96%	4%
All Schools in District	99%	1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99%	99%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0.5	All classes K-5
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	52
Resource Specialist (non-teaching)	0	N/A
Learning Center Teacher	1	19

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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: <i>Reading</i>	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i>	0%
Science	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade	0%
History-Social Science	Grades K-5: Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i>	0%
Foreign Language	N/A	N/A
Health	Grades K-2: Wright Group: <i>Primarily Health</i> Grade 3: Healthy Promotion: <i>Wave</i> Grade 4-5: Harcourt Brace: <i>Healthy You</i>	0%

	Plus materials from the American Heart Association and the National Dairy Council	
Visual and Performing Arts	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,642	\$991	\$5,651	\$86,323
District	N/A	N/A	\$6,522	\$84,664
Percent Difference – School Site and District	N/A	N/A	87%	102%
State	N/A	N/A	\$5,681	\$64,193
Percent Difference – School Site and State	N/A	N/A	99%	134%

### Types of Services Funded (Fiscal Year 2009-10)

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

<ul style="list-style-type: none"> <li>● Regular Education</li> <li>● After School Sports</li> <li>● Class Size Reduction</li> <li>● Community Day School</li> <li>● Guidance Counselor</li> <li>● Homework Centers</li> <li>● Music</li> <li>● Outdoor Education</li> <li>● Summer School</li> <li>● School Force</li> <li>● Local Grants</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Quality</li> <li>● Title I</li> <li>● Title II</li> <li>● Title III</li> <li>● Title III not LEA</li> <li>● Title V</li> <li>● Title VI</li> <li>● School Safety Violence Prevention</li> <li>● Services</li> <li>● National Board Certified Teachers</li> <li>● BTSA</li> <li>● Staff Development</li> <li>● Arts Ed Partnership</li> <li>● Classroom Library</li> <li>● Economic Impact Aid (EIA)</li> <li>● Ed. Technology</li> <li>● Gifted And Talented Education (GATE)</li> <li>● Instructional Materials</li> <li>● Instructional Mat/Staff Buyout</li> <li>● Instructional Materials for Realignment Program (IMFRP)</li> <li>● Lottery Prop 20</li> <li>● Oracle Grant</li> <li>● Public School Library</li> <li>● School Safety</li> <li>● School Improvement Library Program (SLIP)</li> <li>● Standards Based</li> <li>● Tobacco Use Preventions Education</li> <li>● Tolerance Ed</li> <li>● TUPE Elementary</li> </ul>
<p><b>Special Programs</b></p> <ul style="list-style-type: none"> <li>● Home to School Transportation</li> <li>● County Sp Ed</li> <li>● Psychologists</li> <li>● Speech</li> <li>● SP Ed IDEA</li> <li>● RSP, SDC &amp; NPS</li> <li>● Teachers</li> <li>● Classified Staff</li> <li>● Benefits</li> <li>● Books &amp; Supplies</li> <li>● Dist Block Grant</li> <li>● Drug Free/Title IV</li> <li>● Equipment</li> <li>● Food Services</li> <li>● Health Services</li> </ul>	

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,668	\$41,154
Mid-Range Teacher Salary	\$68,795	\$63,517
Highest Teacher Salary	\$88,854	\$80,951
Average Principal Salary (Elementary)	\$121,286	\$102,080
Average Principal Salary (Middle)	\$127,566	\$105,643
Average Principal Salary (High)	N/A	\$111,347
Superintendent Salary	\$190,125	\$150,626
Percent of Budget for Teacher Salaries	0.40 %	0.40 %
Percent of Budget for Administrative Salaries	0.00 %	0.00 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	79	86	84	75	79	80	46	50	52
Mathematics	85	85	88	75	77	80	43	46	48
Science	87	90	94	78	81	86	46	50	54
History-Social Science	0	0	0	59	64	70	36	41	44

*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.*

### Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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	*	*	*	
American Indian or Alaska Native				
Asian	95	92	*	
Filipino	*	*		
Hispanic or Latino	69	72	*	
Pacific Islander	*	*		
White (not Hispanic)	83	92	10	
Male	79	87	88	
Female	90	90	10	
Economically Disadvantaged	62	69	*	
English Learners	62	71	*	
Students with Disabilities	62	91	*	
Students Receiving Migrant Education Services				

*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.*

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.8%	26.9%	65.4%

\*\*\*These data are currently not available. The CDE expects to provide these data in December 2010.

## 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	8	9	8

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### Academic Performance Index Growth 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
	2007-08	2008-09	2009-10	2010
All Students at the School	0	8	4	934
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	3	6	2	934
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### 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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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/A2

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

### Federal Intervention Program (School Year 2010-11)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

### XI. School Completion and Postsecondary Preparation

**Not applicable: Central is an elementary school.**

### XII. 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.

2007-2008 1 or 2 days dedicated to staff development (see text)  
 2008-2009 1 day dedicated to staff development (see text)  
 2009-2010 1 daydedicated to staff development

Staff development activities are determined through a process, which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. In the past two years Central School teachers have participated in one staff development before the students return to school. An additional District staff development day was conducted during the school year. Due to budget cuts, in 2009-2010 there was one staff development day in October.

During the year Central staff takes advantage of a variety of staff development opportunities on site, at the district and county office and other workshops and conferences that meet their needs. We had two staff development days on site dedicated to SMART Board during the past year.

Central's staff passionately believes the best professional development occurs when teachers have an opportunity to reflect and set goals for their teaching. Our district uses a teacher evaluation program designed by teachers, which incorporates the California Standards for the Teaching Profession (CSTP). Teachers use the CSTP to both self-assess their areas of strength and of growth and to collaborate with their colleagues in setting goals. The principal uses CSTP during observations and in the summative evaluation.

Professional development also includes peer coaching, particularly when teachers have specific expertise. For example, two of our staff members are certified in Technology Education. Ongoing staff training in technology, reading, writing, and math teaching

strategies comes from these staff members, as well as outside sources.

### XIII. National Assessment of Educational Progress

#### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

#### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

#### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92