# School Accountability Report Card
# Reported Using Data from the 2010-11 School Year
## Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

**EdData Partnership Web Site**
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2011-12)**

| School | | District | |
|---|---|---|---|
| **School Name** | Neal Dow Elementary | **District Name** | Chico Unified School District |
| **Street** | 1420 Neal Dow Avenue | **Phone Number** | (530) 891-3000 |
| **City, State, Zip** | Chico, CA 95926 | **Web Site** | www.chicousd.org |
| **Phone Number** | (530) 891-3110 | **Superintendent** | Kelly Staley |
| **Principal** | Marilyn Rees | **E-mail Address** | kstaley@chicousd.org |
| **E-mail Address** | mrees@chicousd.org | **CDS Code** | 04-61424-6003040 |

**School Description and Mission Statement (School Year 2010-11)**
This section provides information about the school, its programs and its goals.

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the CUSD Form 10 application process. Neal Dow enrolls approximately 435 students on a traditional school-year district wide schedule.

Our curriculum focus has undergone some significant changes in recent years. Literature has become the key ingredient of our reading program, while writing ties all of language arts together as stated in our belief that writing is a way of developing thinking skills, of generating ideas, and of helping one to survive in an increasingly dynamic and complicated society. Everyday Math concepts and math applications and computation are the emphasis of our mathematics program.

During the 2011-2012 school year, the Neal Dow staff will continue to focus on a balanced and integrated K-6 Language Arts program with a focus on early literacy. Time for staff to assess curriculum and articulate across tracks and grade levels is accomplished through staff collaboration time. Staff efforts in developing a Professional Learning Community will continue, especially in the area of quick response to the needs of students through the implementation of Renaissance Learning programs for reading and math.

It is the mission of Neal Dow to engage the support of the staff, parents, students, and community partners to nurture the intellectual, emotional, moral, and physical development of all children, encouraging them to become lifelong learners. Also, our mission is to develop responsible adults supporting a global society with tolerance and respect for others. Our vision is to provide a balanced curriculum, and for all students to be reading and writing at grade level by the end of the third grade.

**Opportunities for Parental Involvement (School Year 2010-11)**
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent and community involvement is a hallmark of our school. A parent-friendly environment enables us to gather great enrichment resources for our students. Contact the main office for additional information.

**Student Enrollment by Grade Level (School Year 2010-11)**

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 56 |
| Grade 1 | 55 |
| Grade 2 | 59 |
| Grade 3 | 65 |
| Grade 4 | 68 |
| Grade 5 | 67 |
| Grade 6 | 64 |
| Total Enrollment | 434 |

**Student Enrollment by Group (School Year 2010-11)**

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|---|---|---|
| Black or African American | 3.2 | White | 68.7 |
| American Indian or Alaska Native | 3.5 | Two or More Races | 0 |
| Asian | 4.6 | Socioeconomically Disadvantaged | 50 |
| Filipino | 0.7 | English Learners | 7.4 |
| Hispanic or Latino | 14.1 | Students with Disabilities | 10.4 |
| Native Hawaiian/Pacific Islander | 1.4 | | |

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20 | 2 | 0 | 0 | 28.5 | 0 | 2 | 0 | 28 | 0 | 2 | 0 |
| 1 | 20 | 3 | 0 | 0 | 28.5 | 0 | 2 | 0 | 27.5 | 0 | 2 | 0 |
| 2 | 20.7 | 2 | 1 | 0 | 31 | 0 | 2 | 0 | 29.5 | 0 | 2 | 0 |
| 3 | 20.3 | 2 | 1 | 0 | 27.5 | 0 | 2 | 0 | 32 | 0 | 2 | 0 |
| 4 | 30.5 | 0 | 2 | 0 | 34.5 | 0 | 0 | 2 | 34.5 | 0 | 0 | 2 |
| 5 | 34.5 | 0 | 0 | 2 | 31.5 | 0 | 2 | 0 | 33.5 | 0 | 0 | 2 |
| 6 | 31 | 0 | 2 | 0 | 29 | 0 | 2 | 0 | 32 | 0 | 1 | 1 |

\*    Number of classes indicates how many classes fall into each size category (a range of total students per class).

# III. School Climate

**School Safety Plan (School Year 2010-11)**
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Site Council has developed a Safe School Plan, which consists of four components: tolerance for diversity; well-maintained and attractive school site; appropriate behavior; and safe and nurturing environment. Our plan stresses prevention; our goal is to be prepared. Ongoing training and drills allow us to increase our ability to deal with conflict and other threats to safety. We have established a crisis response team, an emergency phone tree, and specific emergency plans.

A disaster plan includes emergency procedures in case of Traumatic Incidents, Imminent Danger--Code Red, Evacuation/Relocation, Civil Defense/Disorder, Bomb Threat/Bomb Emergency, Earthquake, Chemical Spill, Crime in Progress, and Fire/Explosion.

In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the corner of Fifth Avenue and Downing. A walkway was constructed leading from the campus to the gate on Downing Avenue, and the gate is opened morning and afternoon to ease congestion at the front of the school. One-way traffic takes place in the school's parking lot, a crosswalk has been marked, and a drop-off zone for students has been established.

**Suspensions and Expulsions**

| Rate | School | | | District | | |
|---|---|---|---|---|---|---|
| | **2008-09** | **2009-10** | **2010-11** | **2008-09** | **2009-10** | **2010-11** |
| **Suspensions** | 3.28 | 4.04 | 2.53 | 6.92 | 10.03 | 8.95 |
| **Expulsions** | 0 | 0 | 0 | 0.77 | 0.73 | 0.59 |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

# IV. School Facilities

**School Facility Conditions and Planned Improvements (School Year 2011-12)**
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** October 2011

Neal Dow School was built in 1964. The school has 20 regular K-6 classrooms, a portable which houses the Special Day Class and Speech, a multipurpose room, and a resource room. The office and staff workspaces were remodeled in 1990.

Teaching and learning are protected activities at Neal Dow. Our mission is to have every child reading by the end of third grade, and we provide interventions for students who are struggling academically. In addition to the regular classroom space, small group reading and workstations are available for individual or small group support. Adequate playground space, equipment, courts and fields are available for outside activities. Teachers have both a staff room and work room.

The school makes an effort to keep students safe on school grounds by offering a breakfast program, homework help and playground supervision before school; classroom instruction, supervised learning activities, and playground supervision during the school day; and bus and playground supervision after school. School personnel and volunteers wear identification badges, everyone visiting the school must check in at the office, and volunteers are required to fill out qualifying forms. During the school day, door lock blocks are used and gates to the campus are locked. During the 2011-12 school year, our school is able to offer four hours of supervised help with homework, academic instruction, recreation and enrichment. This program is grant funded.

Our campus is in good repair. It is attractive, clean, safe, and functional. Our custodians and district maintenance staff ensure that repairs necessary to keep the school in good working order are completed. Each building has adequate restroom facilities.

**School Facility Good Repair Status (School Year 2011-12)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [X] | [ ] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [ ] | [ ] | [X] | [ ] | Library: Stained ceiling tile - WO#47228 Paint or replace tile |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | [ ] | |
| **Electrical:** Electrical | [X] | [ ] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [X] | [ ] | [ ] | [ ] | |
| **Safety:** Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [X] | [ ] | [ ] | [ ] | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [ ] | [ ] | [ ] | |
| **Overall Rating** | [ ] | [X] | [ ] | [ ] | |

## V. Teachers

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| **With Full Credential** | 21 | 20 | 17 | 560 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 0 | --- |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

\*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)**
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
| --- | --- | --- |
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| **This School** | 100 | 0 |
| **All Schools in District** | 99.43 | 0.57 |
| **High-Poverty Schools in District** | 100 | 0 |
| **Low-Poverty Schools in District** | 100 | 0 |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

# VI. Support Staff

**Academic Counselors and Other Support Staff (School Year 2010-11)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
| --- | --- | --- |
| **Academic Counselor** | | 0 |
| **Counselor (Social/Behavioral or Career Development)** | | --- |
| **Library Media Teacher (Librarian)** | | --- |
| **Library Media Services Staff (paraprofessional)** | | --- |
| **Psychologist** | 0.25 | --- |
| **Social Worker** | | --- |
| **Nurse** | 0.2 | --- |
| **Speech/Language/Hearing Specialist** | 0.6 | --- |
| **Resource Specialist (non-teaching)** | | --- |
| **Other** | | --- |

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

# VII. Curriculum and Instructional Materials

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)**
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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**Year and month in which data were collected:** October 2011

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Houghton-Mifflin / A Legacy of Literature - 2002 | Yes | 0 |
| Mathematics | McGraw Hill/Wright Group / Everyday Math - 2009 | Yes | 0 |
| Science | K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007 | Yes | 0 |
| History-Social Science | Harcourt / Reflections - 2006 | Yes | 0 |
| Foreign Language | Meets State Guidelines | | 0 |
| Health | Meets State Guidelines | | 0 |
| Visual and Performing Arts | Meets State Guidelines | | 0 |

## VIII. School Finances

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)**

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8,469 | $3,354 | $5,115 | $64,098 |
| District | --- | --- | $5,212 | $65,393 |
| Percent Difference: School Site and District | --- | --- | -1.84% | -1.98% |
| State | --- | --- | $5,455 | $67,667 |
| Percent Difference: School Site and State | --- | --- | -6.22% | -5.27% |

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

**Types of Services Funded (Fiscal Year 2010-11)**
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to these general fund monies, Neal Dow receives supplemental funding for specific purposes. The Schoolwide Title I budget supports our school improvement effort, and is budgeted by our elected School Site Council. Of these funds, the major portion pays for our classroom instructional aides.

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $38,541 | $41,035 |
| **Mid-Range Teacher Salary** | $53,749 | $65,412 |
| **Highest Teacher Salary** | $84,597 | $84,837 |
| **Average Principal Salary (Elementary)** | $95,080 | $106,217 |
| **Average Principal Salary (Middle)** | $99,405 | $111,763 |
| **Average Principal Salary (High)** | $102,267 | $121,538 |
| **Superintendent Salary** | $166,688 | $197,275 |
| **Percent of Budget for Teacher Salaries** | 41% | 39% |
| **Percent of Budget for Administrative Salaries** | 5% | 5% |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

# IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

• California Standards Tests (CSTs), which 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 nine through eleven.

• California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

• California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| **English-Language Arts** | 53 | 52 | 55 | 54 | 56 | 58 | 49 | 52 | 54 |
| **Mathematics** | 63 | 49 | 69 | 46 | 47 | 51 | 46 | 48 | 50 |
| **Science** | 62 | 64 | 64 | 61 | 64 | 67 | 50 | 54 | 57 |
| **History-Social Science** | N/A | N/A | N/A | 50 | 55 | 59 | 41 | 44 | 48 |

\* 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|---|---|---|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| **All Students in the LEA** | 58 | 51 | 67 | 59 |
| **All Student at the School** | 55 | 69 | 64 | N/A |
| **Male** | 54 | 70 | 70 | N/A |
| **Female** | 57 | 68 | 61 | N/A |
| **Black or African American** | 0 | 0 | 0 | N/A |
| **American Indian or Alaska Native** | 33 | 50 | 0 | N/A |
| **Asian** | 27 | 45 | 0 | N/A |
| **Filipino** | 0 | 0 | 0 | N/A |
| **Hispanic or Latino** | 48 | 57 | 0 | N/A |
| **Native Hawaiian/Pacific Islander** | 0 | 0 | 0 | N/A |
| **White** | 59 | 73 | 70 | N/A |
| **Two or More Races** | 73 | 73 | 0 | N/A |
| **Socioeconomically Disadvantaged** | 47 | 62 | 54 | N/A |
| **English Learners** | 14 | 36 | 0 | N/A |
| **Students with Disabilities** | 52 | 68 | 0 | N/A |
| **Students Receiving Migrant Education Services** | | | | N/A |

\*    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.

**California Physical Fitness Test Results (School Year 2010-11)**
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **5** | 26.6 | 31.3 | 17.2 |

\*    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.

# X. Accountability

**Academic Performance Index**
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

**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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|---|---|---|---|
| **Statewide** | 7 | 6 | 4 |
| **Similar Schools** | 3 | 3 | 1 |

**Academic Performance Index Growth by Student Group - Three-Year Comparison**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| **All Students at the School** | 2 | -21 | 46 |
| **Black or African American** | | | |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | | | |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | 16 | -30 | 51 |
| **Two or More Races** | N/D | | |
| **Socioeconomically Disadvantaged** | 1 | -44 | 72 |
| **English Learners** | | | |
| **Students with Disabilities** | | | |

\*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group - 2011 Growth API Comparison**
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 297 | 827 | 8,725 | 803 | 4,683,676 | 778 |
| Black or African American | 7 | | 324 | 696 | 317,856 | 696 |
| American Indian or Alaska Native | 10 | | 164 | 743 | 33,774 | 733 |
| Asian | 11 | 735 | 612 | 775 | 398,869 | 898 |
| Filipino | 3 | | 53 | 907 | 123,245 | 859 |
| Hispanic or Latino | 42 | 795 | 1,762 | 730 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 1 | | 45 | 819 | 26,953 | 764 |
| White | 212 | 847 | 5,596 | 835 | 1,258,831 | 845 |
| Two or More Races | 0 | | 23 | 762 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 140 | 795 | 3,894 | 731 | 2,731,843 | 726 |
| English Learners | 19 | 685 | 1,321 | 681 | 1,521,844 | 707 |
| Students with Disabilities | 31 | 741 | 977 | 622 | 521,815 | 595 |

**Adequate Yearly Progress**
The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

**Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)**

| AYP Criteria | School | District |
| --- | --- | --- |
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | No |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | No |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

**Federal Intervention Program (School Year 2011-12)**

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2010-2011 | 2004-2005 |
| **Year in Program Improvement** | Year 1 | Year 3 |
| **Number of Schools Currently in Program Improvement** | --- | 10 |
| **Percent of Schools Currently in Program Improvement** | --- | 35.7 |

# XI. Instructional Planning and Scheduling

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Neal Dow staff participates in staff development, allowing monthly meeting time for collaboration in working toward our goal of achieving excellence in public education. A major curriculum focus is in the area of Standards Based Assessment. Another is full implementation of math and language arts curriculum.

To enhance teacher training and curricular development, individual staff members are encouraged to participate in the statewide subject matter programs.

We have written a school improvement plan that incorporates the budgeting of categorical (state) monies for the purpose of program improvement.