

Southern Trinity Joint Unified School District

Van Duzen Elementary School

School Accountability Report Card Grades K-8 Data From The 2004-2005 School Year Published During 2005-2006

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Principal's Message

Van Duzen Elementary is a Kindergarten through Eighth grade elementary school located in beautiful, rural, southwestern Trinity County. Van Duzen Elementary School has an enrollment of approximately 100 students, and is one of two elementary schools in the Southern Trinity Joint Unified School District. We are very proud of our well-balanced program, preparing students for high school, while providing numerous extra curricular activities including after school clubs and interscholastic athletics.

Parental Involvement

Van Duzen Elementary has an active School Site Council. Parents are urged to attend meetings and/or become an active member of the council. Meetings are held the second Tuesday of each month directly following the Booster Club meeting which begins at 2:30 P.M. Van Duzen Elementary School Boosters' Club is composed of interested parents and community members that work to support extra curricular activities and other school projects.

Parents are encouraged to meet their child's teacher and get involved either in the classroom or in extra curricular activities.

For more information on how to become involved, contact Peggy Canale, Vice Principal, at (707) 574-6237.

Positive Learning Environment

Van Duzen Elementary School provides parents and students with a school handbook that clearly states behavior expectations and consequences for inappropriate behavior. There are consistent school rules and high expectations among all staff regarding appropriate behavior.

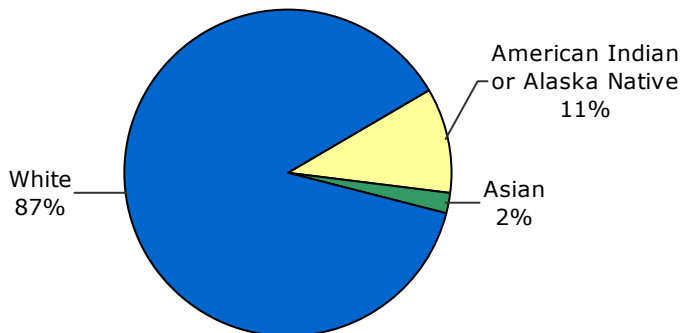
Students can become involved in after school activities such as athletics, Odyssey of the Mind, yearbook club, spelling bee, and Academic Pentathlon.

Van Duzen staff is proud of our students' accomplishments. Activities are reported in the Mad Buck newspaper, and academic achievement is acknowledged in an all school assembly twice a year.

Enrollment and Demographics

The total enrollment of Van Duzen Elementary School was 103 students for the 2004-2005 school year.

Demographics



Dave Albee
Superintendent/Principal

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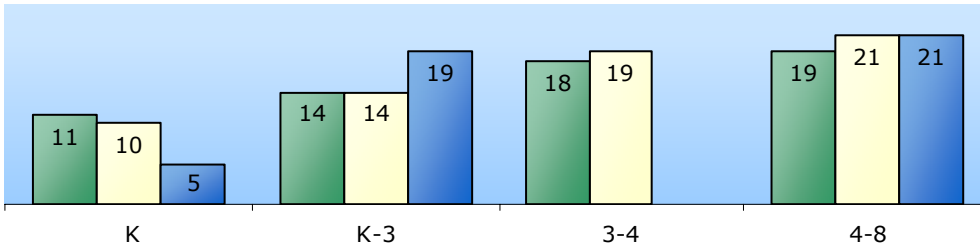
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Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

■ 02-03 ■ 03-04 ■ 04-05



Class Size Distribution—Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1					
K-3	1			1			2		
3-4	1	2		1					
4-8	2				2		1	2	

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Grade Level	Class Size Reduction		
	02-03	03-04	04-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

School Facilities

School Facility Conditions — Results of Inspection and Evaluation

Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No
Gas Leaks	✓	
Mechanical Systems	✓	
Windows/Doors/Gates (interior and exterior)	✓	
Interior Surfaces (walls, floors, and ceilings)	✓	
Hazardous Materials (interior and exterior)	✓	
Structural damage	✓	
Fire Safety	✓	
Electrical (interior and exterior)	✓	
Pest/Vermin infestation	✓	
Drinking Fountains (inside and outside)	✓	
Restrooms	✓	
Sewer	✓	
Playground/School Grounds	✓	

* This data was collected and verified by the district in September, 2005.

School Safety

The Southern Trinity Joint Unified School District maintains a Safety and Emergency Procedure Plan for each school in the district. Administrative and maintenance personnel conduct regular inspections of school grounds and facilities to identify and correct potentially unsafe conditions. The School Safety Plan is reviewed and updated each spring by the administration and staff and submitted to the Board of Trustees for approval.



Facilities

Van Duzen Elementary School's instructional facilities include two well-maintained permanent structures and five well-maintained portable classrooms. One permanent structure houses four classrooms, a well-equipped library/computer lab with full internet access, and the district office space. The other permanent structure houses the gymnasium/multi-purpose room, cafeteria, and vice-principal's office.

Our custodial staff works very hard to maintain a beautiful and clean campus. All rooms are cleaned on a daily basis and maintenance is performed in a timely manner on any items that need repair or replacement.

In order to help maintain the safety of all students, there are yard monitors during each recess break and before school.

Textbooks and Instructional Materials

The district elementary schools are on the State text adoption cycle and select materials from the State approved standards based list. The district's secondary schools select materials from a Board approved list that meets State content and performance standards.

Textbooks		
Subject Area	Textbook Title	Adopted
English/ Language Arts	Silver Burdett & Ginn – <i>Reading</i>	1991
Literature & Composition	<i>Literature and Composition</i>	2003
Literature & Language Arts	<i>Understanding Literature</i>	2001
Literature & Language Arts	<i>The American Tradition</i>	2001
Literature & Language Arts	<i>World Literature</i>	2001
Reading	Houghton Mifflin <i>Reading</i>	2003
Reading	Prentice Hall <i>Reading</i>	2003
Social Studies	Houghton Mifflin – <i>Social Studies A Message of Ancient Days</i>	1999
History	<i>U.S. History - The Americans</i> - McDougal Littel	1999
History	<i>World Civilization - The Human Experience</i> - Glenco	1999
Geography	<i>World Geography</i> - Glenco	2003
Economics	<i>Economics Principles and Practices</i> - Glenco	1999
Mathematics	Houghton Mifflin – <i>Math Steps</i>	2000
Mathematics	Saxon - <i>Math</i>	1996
Mathematics	Silver Burdett & Ginn – <i>Math Exploring Your World</i>	1995 ✧
Mathematics	<i>Algebra II an Integrated Approach</i>	1998
Mathematics	<i>CORD Bridges to Algebra</i>	2000
Mathematics	<i>CORD Geometry - Mathematics in Context</i>	1999
Mathematics	<i>CORD Algebra - Mathematics</i>	1998
Mathematics	<i>Sadlier Math</i>	2001
Mathematics	<i>Saxon Math</i>	2001

✧ Not on SBE list.

* This data was collected and verified by the district in November, 2005.

Textbooks	
Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	100%
Math	100%
Science	100%
History/Social Science	100%
Foreign Language	100%
Health	100%

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Instruction and Leadership

Review and revision of the curriculum are ongoing processes. School staff, administration, and school site council are all involved in analyzing curriculum and/or staff needs. All staff is involved in monitoring the progress of under-performing or special education students by attending IEP meetings and Student Study Team meetings. With the implementation of our school-wide plan all students are assured equal access to the core curriculum.

Student progress is carefully monitored by each student's teacher. Teachers meet frequently to discuss student progress and ways to help students at risk of failure to succeed. All students receive quarterly grade evaluations and most classrooms send home weekly or biweekly grade checks to keep parents and students updated on current progress. Parents are encouraged to meet with their child's teacher at any time with questions or concerns regarding their student's progress.

Dave Albee has been principal of Van Duzen Elementary School since 1995, and has 18 years of experience in education.

Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

- Counselor 0.0
- Librarian 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist 0.0
- Other 0.0

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English language arts, mathematics, science, and history/social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Van Duzen ES			Southern Trinity JUSD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	29%	33%	33%	36%	35%	35%	35%	36%	40%
Mathematics	35%	27%	28%	41%	31%	29%	35%	34%	38%
Science	*	20%	N/A	21%	16%	16%	27%	25%	27%
History/Social Science	44%	9%	14%	49%	32%	41%	28%	29%	32%

* The science portion of the CST was administered for the first time to 5th graders in 2004.

N/A Information not available.

CST Subgroup Results: English Language Arts, Mathematics, Science, and History/Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English Language Arts	Mathematics	Science	History/Social Science
Year Tested	2005	2005	2005	2005
Male	33%	31%	❖	❖
Female	32%	25%	❖	❖
English Learners	❖	❖	❖	❖
Socioeconomically Disadvantaged	30%	28%	❖	❖
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	35%	30%	❖	❖

❖ Data are reported only for numerically significant subgroups.

Making Sense of Testing

Q: What are the California Standards Tests?

A: The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Van Duzen ES	53%	49%	53%	62%	51%	37%
Southern Trinity JUSD	58%	59%	52%	64%	54%	33%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	❖	❖
Female	❖	❖
English Learners	❖	❖
Socioeconomically Disadvantaged	45%	27%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Latino	❖	❖
Pacific Islander	❖	❖
White	50%	33%

❖ Data are reported only for numerically significant subgroups.

Suspensions and Expulsions

	Van Duzen ES			Southern Trinity JUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	1	2	2	7	10	4
Suspensions (rate)	0.01	0.019	0.019	0.045	0.057	0.023
Expulsions (no. of incidents)	1	0	0	3	0	2
Expulsions (rate)	0.01	0	0	0.019	0.000	0.011

Making Sense of Testing

Q: What is the norm referenced test?

A: The norm referenced test is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.



Minimum Days and Instructional Minutes

The table below shows the minutes of study for grades K-8.

Van Duzen ES had 6 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	240 per day	36,000 per year
1-3	285 per day	50,400 per year
4-8	330 per day	54,000 per year

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. No information is available for the California Physical Fitness Test. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met Adequate Yearly Progress Criteria						
Year Tested	Van Duzen ES			Southern Trinity JUSD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	Yes	Yes	No
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	Yes	Yes	Yes
Students with Disabilities	❖	❖	❖	❖	❖	❖
African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic	❖	❖	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	Yes	Yes	Yes

❖ Data are reported only for numerically significant subgroups.



“We are very proud of our well-balanced program, preparing students for high school, while providing numerous extra curricular activities including after school clubs and interscholastic athletics.”

Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2002	2003	2004
Statewide Rank	6	5	4
Similar Schools Rank	N/A	N/A	N/A

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	100%	100%	100%
Base Score	712	711	698
Growth Target	4	4	5
From	02-03	03-04	04-05
% Tested	100%	100%	98%
API Growth Score	708	701	697
Actual Growth	-4	-10	-1

Academic Performance Index Subgroups			
	02-03	03-04	04-05
White Base Score	734	735	716
White Growth Target	3	3	4
White Growth Score	732	720	706
White Actual Growth	-2	-15	-10
Socioeconomically Disadvantaged Base Score	700	678	675
Socioeconomically Disadvantaged Growth Target	3	3	4
Socioeconomically Disadvantaged Growth Score	677	680	678
Socioeconomically Disadvantaged Actual Growth	-23	2	3

N/A Information not available.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Year Exited Program Improvement	n/a	n/a
	District	
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.00%	

n/a Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.



State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	7	7	5
Full credential —fully credentialed and teaching in subject area	7	7	5
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	0	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0
Teachers with emergency permits —not qualified but meeting minimum requirements	0	0	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	N/A	N/A	N/A
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

N/A Information not available.

Teacher Education Level		
	School	District
Doctorate	0.0%	0.0%
Master’s degree + 30 hrs course work	20.0%	14.3%
Master’s degree	0.0%	0.0%
Bachelor’s degree + 30 hrs course work	80.0%	85.7%
Bachelor’s degree	0.0%	0.0%
Less than Bachelor’s degree	0.0%	0.0%
Total	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
This school	100.0%
All schools in district	92.0%
High-poverty Schools	0.0%
Low-poverty Schools	0.0%

Professional Development

All district teachers are required to participate in five professional development days in addition to the required 180 instructional days. District teachers are also encouraged to participate in other professional development activities such as trainings and workshops. The district routinely pays for registration and travel costs as well as providing substitutes for participating teachers.

Recent areas of staff development include training and support for junior high and high school teachers to implement the AVID program, training and support for elementary teachers to implement the Reading Recovery program, and training for elementary teachers to implement the Step Up to Writing program.

Teacher Evaluations

District teachers are evaluated biannually by administrative staff. Each evaluation consists of a pre class visitation meeting, the class visitation, and a post visitation meeting. Evaluations are based on the California Standards for the Teaching Profession.

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

For 2002-03, 2003-04, and 2004-05 we had five days each year dedicated to staff and professional development.



Substitute Teachers

In order to maintain the high quality of the instructional program, every effort is made to recruit highly qualified substitute teachers for every school in the district.

Financial Information

2003-2004 District Salary Information — Does not include benefits

Range	District	Similar Sized District
Beginning Teacher Salary	\$26,973	\$33,293
Mid-Range Teacher Salary	\$47,497	\$48,524
Highest Teacher Salary	\$55,366	\$61,782
Average Principal Salary	N/A	\$80,732
Superintendent Salary	N/A	\$100,823
% of Budget for Teacher Salaries	35.1%	36.4%
% of Budget for Administrative Salaries	4.8%	6.5%

Note: The most recent fiscal information provided by the State is always at least two years behind.
N/A Information not available.

2003-2004 School Site Salary Information

Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$51,344	*	*	*	*

2003-2004 School Site Expenditures Per Pupil

Total	From Restricted Sources	From Unrestricted Sources
\$6,902	\$1,477	\$5,425

2003-2004 Expenditures Per Pupil from Unrestricted Sources

District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$4,841	*	11%	*

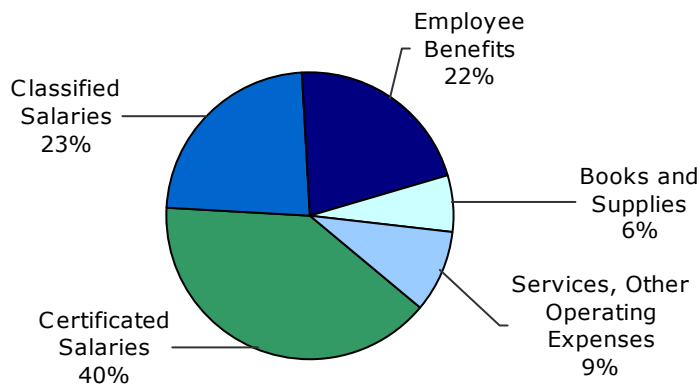
* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

Types of Services Funded

- Schoolwide Title I
- Gifted and Talented Education (GATE)
- Special Education
- Class Size Reduction
- Counseling
- School Nurse
- Inter Scholastic Athletics



District Expenditures



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 2, 2005.

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