

BURREL UNION ELEMENTARY SCHOOL

16704 S. Jameson Avenue, Burrell, CA 93607 • (559) 866-5634

Timothy Bybee, Superintendent/Principal

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Burrell Elementary at (559) 866-5634 or e-mail the school at tbybee@fcoe.net.

Governing Board Members

During the 2005/06 the Burrell Union Elementary was governed by the following Board of Education Members: President Christina Rollin Clerk Gerald Leoni, Member Jose Medina, Member Carol Rollin, Member Brenda Maddox.

School Profile

Burrell Elementary is a single school elementary school district. Curriculum is focused on meeting state standards in language arts, mathematics, and science. The school supports cultural awareness on a daily basis through its diverse literature selections, parent involvement, a strong emphasis on the importance of individual differences.

During the 2006/07, 111 K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule.

90% of our students are enrolled in some aspect of our after school program "Operation T.E.A.M."

Parent Involvement

Burrell Elementary greatly benefits from its supportive parents who are the link between effective classroom instruction and student learning. The school has a strong base of parent volunteers who volunteer in classrooms, help out on field trips, raise funds for special projects, and serve on special committees. Parents are also welcome to join the Parent/Teachers Club. The school also benefits from several community partnerships, including Fresno Wildlife Recovery, the San Joaquin River Parkway, California State University Fresno, Fresno Pacific University, Maddox Dairy, Sweet Haven Dairy, and several other local farmers. The school also sponsors Operation T.E.A.M. which also uses parent volunteers.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Program

During the 2005/06 school year 121 students were enrolled at Burrell Elementary, of which 1% were students with disabilities, 39% were English Learners, and 90% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from K bilingual paraprofessionals. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	4.1%
Caucasian	8.3%
Filipino	0.0%
Hispanic	87.6%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Enrollment Trend by Grade Level


	2004-05	2005-06	2006-07
K	17	15	13
1st	14	19	15
2nd	14	16	16
3rd	13	11	18
4th	10	12	12
5th	14	8	10
6th	18	14	10
7th	14	18	11
8th	14	14	16

Class Size Distribution


Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
05	06	07	05	06	07	05	06	07	05	06	07	
K	17	15	13	1	1	1	-	-	-	-	-	-
1st	14	19	15	1	1	1	-	-	-	-	-	-
2nd	14	16	16	1	1	1	-	-	-	-	-	-
3rd	13	11	18	1	1	1	-	-	-	-	-	-
4-8	23	22	22	-	1	-	3	2	2	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Burrel Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.



CSR Participation				
	2004-05	2005-06	2006-07	
K	100%	100%	100%	
1st	100%	100%	100%	
2nd	100%	100%	100%	
3rd	100%	100%	100%	
K-3	-	-	-	



Safe School Plan

Safety of students and staff is a primary concern of Burrel Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 8/1/2007 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff, classified staff, and the principal, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are admitted through a locked front gate and must register in the office.

Discipline & Climate for Learning

Students at Burrel Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Burrel Elementary discipline program is to create a learning environment in which all students have equal access to a high quality curriculum and all students have an opportunity to achieve at a high level. Parents and students are informed of school rules and discipline policies through the Student Handbook which is sent home at the beginning of the school year and is written in both English and Spanish. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Operation T.E.A.M. (after school), Leadership Club, Student Council, and after school sports. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: football, volleyball, basketball, soccer, and softball. Burrel School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies held quarterly.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	18	7	0	0	0
Suspension Rate	1.6%	14.2%	5.8%	0.0%	0.0%	0.0%
Expulsions	0	2	0	0	0	0
Expulsion Rate	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%

School Facilities

Burrel Elementary was originally constructed in 1912 and was replaced by new buildings starting in 1976. It is comprised of 7 classrooms, a cafeteria, a library, a staff lounge, a music room, and 2 playgrounds. Recent remodeling included the replacement of fixtures in the girls bathroom. Cleaning Process: The principal works daily with the custodial staff of 1 full-time and 1 part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards the school. A summary of these standards are available at the district office for review. Maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$4000 for deferred maintenance program. This represents 1/2% of the district's general fund budget. During the 2006/07 school year, the district's governing board did not approve any deferred maintenance projects. The school district has not had any outstanding maintenance problems and has not been inspected by the Fresno County Office.

School Facility Conditions				
Date of Last Inspection: 08/01/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



Data Sources

Data within the SARC was provided by Burrel Union Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Fresno or Caruthers, which contain numerous computer workstations. Students are also allowed to access the Internet on approved search sites to acquire needed information. All students are monitored during internet search sessions.

Teacher Assignment

Burrel Union Elementary recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Burrel Elementary had 9 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	9	8	8	8
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006/07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

The Burrel Union Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Burrel Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute

teacher is not available for an absent teacher, the Principal or librarian assume the role of substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Burrel Union Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

At Risk Interventions

Burrel Elementary provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Burrel Elementary include one on one tutoring during recess or after school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Psychologist	1	0.2

Counseling & Support Staff

It is the goal of Burrel Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:120. The table lists the support service personnel available at Burrel Elementary.

Curriculum Development

All curriculum development in the Burrel Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Principal, to align with the state standards, district goals, and the statewide assessment program. Burrel also shares curriculum guides with Riverdale Unified School District. During the 2006/07, changes to the curriculum included adoption of Houghton Mifflin and McDougal Littell Science textbooks and the adoption of an online Accelerated Reader program.

Instructional Materials

Burrel Union Elementary held a Public Hearing on September 20, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all

teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.



District Expenditures

Burrel Union Elementary spent an average of \$8804 to educate each student, based on 2005/06 financial Audit. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,804
From Restricted Sources	\$3,919
From Unrestricted Sources	\$4,885
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	1.17%

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
4th-8th	ELD Reading	Hampton Brown	2003	Yes	0.0%
K-5	Mathematics	Harcourt	2002	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2001	Yes	0.0%
K-5	Reading	Houghton Mifflin	2003	Yes	0.0%
6th-8th	Reading	Prentice Hall	2003	Yes	0.0%
K-5	Science	Houghton Mifflin	2007	Yes	0.0%
6th-8th	Science	McDougal Littell	2007	Yes	0.0%
K-5	Social Studies	Houghton Mifflin	2006	Yes	0.0%
6th-8th	Social Studies	McDougal Littell	2006	Yes	0.0%

District Revenue Sources

In addition to general state funding, Burrel Elementary receives state and federal funding for the following categorical funds and other support programs: Migrant Education, State Lottery, Title 1, Safe and Drug Free Schools, Title 2 Improving Instruction, Title 4 Innovative Strategies, 21st Century Grant (After-School), Title 3 Immigrant Education, State Instructional Materials Block Grant, Carl Washington School Safety Grant, Economic Impact Aid, Home to School Transportation, Peer Assistance and Review, and various local grants.



Teacher & Administrative Salaries as a Percentage of Total Budget

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 the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$35,020	\$36,760
Mid-Range Teachers	\$47,380	\$52,816
Highest Teachers	\$56,650	\$64,666
Elementary School Principals	-	\$83,075
Middle School Principals	-	\$86,138
High School Principals	-	-
Superintendent	\$70,000	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.2%	38.5%
Administrative Salaries	6.5%	6.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on the 2005/06 year end financial statements.

Average Teacher Salaries	
School & District	
School	\$45,750
District	\$42,313
Percentage of Variation	8.12%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	15.49%



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in grades 2 through 8 in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts												Math			Science												
	2			3			4			5			2			3			4			5			5			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
All Students																												
School	40	21	17	20	46	20	* 0	27	40	0	0	67	72	61	67	46	47	* 0	27	20	0	0	7	0	0	7	0	0
District	40	21	17	20	46	20	* 0	27	40	0	0	67	72	61	67	46	47	* 0	27	20	0	0	7	0	0	7	0	0
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
Males																												
School	33	*	*	* * 27	* * *	* * *	* * *	67	* *	* * *	64	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *		
District	33	0	0	* 0 27	* 0 0	* 0 0	* 0 0	66	0 0	* 0 63	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0		
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
Socioeconomically Disadvantaged																												
School	31	25	7	17	42	23	* * *	33	* *	62	83	57	67	42	54	* * *	17	* *	8	* *	* *	* *	* *	* *	* *	* *	* *	
District	31	25	7	17	42	23	* 0 0	33	0 0	62	83	58	67	42	54	* 0 0	16	0 0	8	0 0	8	0 0	8	0 0	8	0 0	8	
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22	
Hispanic																												
School	33	21	13	15	45	21	* * *	33	* *	67	71	63	62	45	50	* * *	17	* *	8	* *	* *	* *	* *	* *	* *	* *	* *	
District	33	21	13	15	45	21	* 0 0	33	0 0	66	72	62	61	45	50	* 0 0	16	0 0	8	0 0	8	0 0	8	0 0	8	0 0	8	
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23	
English Learners																												
School	*	*	15	* * *	* * *	* * *	* * *	* * *	54	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	
District	*	0	15	* 0 0	* 0 0	* 0 0	* 0 0	* 0 54	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11	

	Language Arts									Math						Science			Social Science										
	6			7			8			6			7			8			8										
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07		
All Students																													
School	26	28	0	31	31	18	23	21	31	26	21	0	53	56	55	21	25	8	7	25	8	7	25	8	7	25	8	7	25
District	26	28	0	31	31	18	23	21	31	26	21	0	53	56	55	21	25	8	7	25	8	7	25	8	7	25	8	7	25
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35	31	34	35	31	34	35	31	34	35
Males																													
School	*	*	*	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	
District	*	0	0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36	33	36	36	33	36	36	33	36	36
Socioeconomically Disadvantaged																													
School	31	*	*	33	21	*	27	23	23	23	*	*	50	50	*	23	15	9	8	15	9	8	15	9	8	15	9	8	15
District	30	0	0	33	21	0	27	23	23	23	0	0	50	50	0	23	15	9	8	15	9	8	15	9	8	15	9	8	15
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20	17	19	20	17	19	20	17	19	20
Hispanic																													
School	15	18	*	33	21	*	25	23	21	15	18	*	50	50	*	23	14	8	8	14	8	8	14	8	8	14	8	8	14
District	15	18	0	33	21	0	25	23	21	16	18	0	50	50	0	23	14	8	8	14	8	8	14	8	8	14	8	8	14
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21	17	20	21	17	20	21	17	20	21
English Learners																													
School	*	*	*	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	
District	*	0	0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	* 0 0	
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6	5	6	6	5	6	6	5	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3		7			
	05	06	07	05	06	07	05	06	07	05	06	07
All Students												
School	33	46	20	46	38	9	60	46	53	54	50	9
District	33	46	20	46	38	9	60	46	53	54	50	9
State	36	37	38	46	46	47	55	55	56	49	50	47
Males												
School	*	*	27	* * *	* * *	* * *	64	* * *	* * *	* * *	* * *	
Socioeconomically Disadvantaged												
School	25	42	23	50	29	*	58	42	62	58	43	*
Hispanic												
School	31	45	21	50	29	*	62	45	57	58	43	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



Physical Fitness

In the spring of each year, Burrel Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	4	4	4	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	19	19	-26	702
Socioeconomically Disadvantaged				
Actual Growth	7	24	-25	689
Hispanic				
Actual Growth	21	16	-26	691
N/A - Means a number is not applicable or not available due to missing data.				

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.



Percentage of Students in Healthy Fitness Zone		
2006-07 Test Results		
	5th Grade	7th Grade
School		
School Overall	*	36.4%
School (Boys)	*	*
School (Girls)	*	*
District		
District Overall	*	36.4%
District (Boys)	*	*
District (Girls)	*	*
State		
State Overall	24.6%	29.4%
State (Boys)	22.4%	27.2%
State (Girls)	26.9%	31.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.		

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Burrel is not or never has been a PI school.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Instructional Time (includes Minimum days)

For the 2006/07, Burrel Elementary offered 180 days of instruction, comprised of 170 regular days. The additional 10 minimum days were utilized for parent conferences and staff development. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

School Leadership

Leadership at Burrel Elementary is a responsibility shared between the superintendent/principal, School Board, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past seven years, leadership duties were assumed by Superintendent/Principal Timothy Bybee. Principal Bybee has twenty eight years of experience in education with positions as superintendent, principal, vice-principal, teacher, coach, bus driver and maintenance. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: the Site Council, Migrant Parents Council, and the District ESL Advisory Committee.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district has dedicated four days to staff development annually for the past three years. Topics for staff development during the 2006/07 school year included: Accelerated Reader, First Aid and CPR, school safety, and application of information gathered from STAR testing.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	41,100
1st	50,400	50,920
2nd	50,400	50,920
3rd	50,400	50,920
4th	54,000	54,940
5th	54,000	54,940
6th	54,000	54,940
7th	54,000	54,940
8th	54,000	54,940

