



School Accountability Report Card

School Profile

Cressey School is one of two elementary schools in the Ballico-Cressey School District. Cressey School has developed and provides its students with a comprehensive, standards aligned, quality educational program that is sustained with parent and community support.

It is our commitment to provide a systematic educational program in all academic areas. Curriculum is standards based and differentiated to meet the individual needs of all our students. We provide a learning environment that promotes positive self-esteem and stimulates academic achievement and enthusiasm for learning. Instruction and learning activities are provided which help students understand and respect cultural diversity and individual differences.

Cressey School is a traditionally calendared school serving students in fourth through eighth grade set in the rural agricultural community of Cressey which is nestled in the heart of the San Joaquin Valley. Multi-cultural and linguistic diversity are hallmarks in Cressey's student population which is reflective of the various cultures and society of the Ballico-Cressey School District.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.7%
Asian	3.6%
Caucasian	32.1%
Hispanic or Latino	60.7%
Multiple or No Response	2.9%

Discipline & Climate for Learning

Students at Cressey School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Cressey School discipline program is to foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

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.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	4	5	17	26	35
Suspension Rate	1.4%	2.6%	3.6%	5.3%	7.5%	10.8%
Expulsions	0	0	0	0	0	1
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

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: Merit trips, Accelerated Reading Awards, Student Council, Honor Roll and Effort Roll.

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.

Cressey 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.

Parent Involvement

Cressey Elementary greatly benefits from its supportive parents who give generously of their time and money. The school has a strong base of parent volunteers who volunteer on a regular basis. Parents are also welcome to join the Ballico-Cressey Booster Club and other advisory committees. The school also sponsors assemblies, performances, and community functions.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Cressey Elementary at (209) 394-3031.

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. 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	3	2	4	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	1	89	-7	725

N/A - Means a number is not applicable or not available due to missing data.

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, 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
Met AYP Criteria	Yes	Yes	Yes	Yes
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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	-
% of Schools Identified for PI	-	-



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students 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>.

California Standards Test									
Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/Language Arts	29	34	46	37	39	48	42	43	46
Mathematics	33	45	44	30	37	34	40	40	43
Science				12	39	33	35	38	46
History/Social Science				16	36	39	33	33	36

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	47	38		
Female	45	52		
Asian	*	*		
Caucasian	55	59		
Hispanic	42	38		
English Learners	*	*		
Students with Disabilities	*	*		
Socioeconomically Disadvantaged	*	*		
Students Receiving Migrant Education Services	*	*		

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*

Data Sources

Data within the SARC was provided by Ballico-Cressey 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.



Teacher Assignment

Ballico-Cressey Elementary School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Cressey Elementary had 10 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	8	9	10	18
Without Full Credentials	0	1	0	2
Working Outside Subject	0	0	0	0

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.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	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." 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	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

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 two instructional aides and a 60% Resource Specialist. The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	17	16	14	1	3	2	1	-	-	-	-	-
1	22	15	19	-	2	1	1	-	1	-	-	-
2	23	21	19	-	-	1	-	2	-	-	-	-
3	20	17	21	1	2	1	-	-	1	-	-	-
K-3	20	-	14	2	-	1	1	-	-	-	-	-

Counseling & Support Staff

It is the goal of Cressey 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 table lists the support service personnel available at Cressey Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Athletic Director	1	As Needed
Bilingual Professional	1	0.5
Computer Technician	1	0.5
Curriculum Support Teacher	1	0.4
Health Clerk	1	As Needed
Library Technician	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.6
School nurse	1	As Needed

Curriculum Development

All curriculum development in the Ballico-Cressey School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction and the Superintendent, to align with the state standards, district goals, and the statewide assessment program. The Ballico-Cressey School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs.

Ballico School ensures that each student has adequate and current textbooks to assist them in learning in the core curriculum areas including:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the town of Cressey, which contain numerous computer workstations.

Instructional Materials

Ballico-Cressey Elementary held a Public Hearing on September 27, 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 California 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-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-3	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-3	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-3	Mathematics	Harcourt Brace	2001	Yes	0.0%
K-3	Science	Houghton Mifflin	2007	Yes	0.0%

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School Facilities

School staff members pride themselves on offering clean, safe and adequate school facilities. Cressey Elementary School offers a safe and clean learning environment.

Our custodial staff receives specialized training that allows them to perform their duties effectively and efficiently. All state and district guidelines that govern custodial tasks have been implemented and are followed in accordance with the law. In addition, the district's grounds keepers maintain the grounds and landscape features. Regular inspections are conducted to ensure a safe and clean environment for students and staff. Facilities information was current as of July 6, 2009.

Maintenance & Repair

Our facilities are kept in good condition by our maintenance and operations department. These facilities as well as all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of our preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired in an infrastructure with access to all rooms. The fire alarm and safety system is inspected routinely by the school and by the local city fire department. In addition, our grounds and facilities are clean and free of litter and graffiti. Students are housed in fully equipped, modernized classrooms. Playground areas feature play equipment and groomed fields for sport play.

School Facility Conditions				
Date of Last Inspection: 09/01/2007				
Overall Summary of School Facility Conditions: Good				
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			

Deferred Maintenance Budget

The district participates in the State Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems interior or exterior painting and floor systems. The district's Deferred Maintenance Budget for the 2007-08 school year is \$15,280.

Deferred Maintenance Projects

The school board approved deferred maintenance projects for the 2007-08 school year that will result in painting, reroofing, water fountain upgrades, floor waxing, carpet cleaning, and A/C replacement.

Safe School Plan

Safety of students and staff is a primary concern of Ballico 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 in the Spring of 2007 by the School Safety Committee. All revisions were communicated to 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. Staff and administrators supervise students before and after school, during lunch, and break periods. There is a designated area for student drop off and pick up.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

District Revenue Sources

In addition to general state funding, Ballico Elementary receives state and federal funding for the following categorical funds and other support programs:

- English Language Acquisition Program (ELAP)
- Lottery
- School Safety and Violence
- Arts & Music Block Grant
- Economic Impact Aide
- Gifted and Talented Education
- School and Library Block Grant

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 districts 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 website, www.cde.ca.gov.

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 FY 2006-07 financial statements).

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$87,345
From Restricted Sources	\$2,275
From Unrestricted Sources	\$6,263
District	
From Unrestricted Sources	\$8,361
Percentage of Variation between School & District	25.09%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	18.17%

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$31,935	\$37,322
Mid-Range Teachers	\$51,814	\$53,824
Highest Teachers	\$65,859	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
Superintendent	\$98,180	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	37.6%
Administrative Salaries	10.7%	6.4%

Average Teacher Salaries	
School & District	
School	\$56,892
District	\$56,377
Percentage of Variation	0.91%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	4.73%