



## School Accountability Report Card

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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 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.

### 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%

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Students are encouraged to participate in the school's activities and programs. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral issues. 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.

### 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%

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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.

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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.

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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 \* [ ~ ] •ÉÁ @æç^Á âî•æâîâcî^•ÉÁ [ !Á @æç^Á îâ { ãc^ÁÁ Ö } \* îâ•@Á ] ; , &î^ } &^DÁ î) Á æîîÁ \* îæâ^•Á { ^c^c@^Á •cæc^Á æ&æâ^ { î&A æ&@î^ç^ { ^ } c^Á •cæ } âæîâ•Á - [ !Á 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:

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- "ÁÚ^!&^ } c^Á ] ; , &î^ } c^Á [ ] Ác@^Á •cæc^q•Á •cæ } âæîâ•Éâæ•^ââæ••••• { ^ } c•Áâ } ÁÖŠCEÁæ } âÁ Tæc@^ { æcî&•É
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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)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
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API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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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 !æc^DÉCE-c^!Á^ } c^!â } \* ÁÚQÉÁ•&@ [ [ ] •Áæ } âîîâî•cîî&c•Áæâçæ } &^Ác [ Ác@^Á } ^çc^Á 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	-	-
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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, Proficient, Basic, and Limited Proficient. Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available. For more information, 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.

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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. For more information, please see <http://data1.cde.ca.gov/dataquest>.



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Ballico-Cressey Elementary School District recruits and employs teachers who meet 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

Teachers who do not hold a legally recognized credential 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
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

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The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to 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%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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

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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			
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	-	-	-	-	-	-

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It is the goal of Cressey Elementary to assist students in their social and personal development as well as academics. 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

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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 on providing instructional materials to support instructional programs.

Ballico School ensures that each student has adequate and appropriate materials to support instructional programs.

- Instructional materials
- Textbooks
- Curriculum guides
- Assessment materials
- Professional development materials

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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.

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Ballico-Cressey Elementary held a Public Hearing on September 27, 2007, and determined that 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 core subjects for use in the classroom and to take are adopted according to a cycle developed by the California Department of Education, making 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 used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZUW]Ybh	% Lacking
K-3	English/ Language Arts	Houghton T&E	2003	Yes	0.0%
K-3	History/Social Science	Houghton T&E	2006	Yes	0.0%
K-3	Mathematics	Harcourt Brace	2001	Yes	0.0%
K-3	Science	Houghton T&E	2007	Yes	0.0%

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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 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 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 alarm and safety system is inspected routinely by In addition, our grounds and facilities are clean in fully equipped, modernized classrooms. Playground areas feature play equipment and

School Facility Conditions				
Date of Last Inspection: 09/01/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YUW]YbWm` /`FY a YXJU` 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			

