



QUAIL GLEN ELEMENTARY SCHOOL

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Principal's Message

Welcome to Quail Glen Elementary School where students, staff and parents work together as a team to create a safe and orderly learning environment for all students in kindergarten through fifth grade. Quail Glen Elementary School is one of seven elementary schools in the Dry Creek Joint Elementary School District.

Quail Glen Elementary School is located in West Roseville, California. Currently there are 763 students in grades kindergarten through fifth. The teacher pupil ratio is 32:1 in grades 4-5 and 20:1 in grades kindergarten through third. Students in grade 4-5 who are in the GATE program are placed in GATE cluster classrooms.

Our school staff is determined to provide Quail Glen students with a safe, nurturing, and challenging learning environment. Teachers work together in grade level teams to develop rigorous curriculum that meets or exceeds state standards. All students in grades 1-5 receive progress reports as well as report cards as a method of communicating progress toward meeting grade level standards.

The parents of Quail Glen students are deeply involved and interested in their child's education. The Parent Teacher Association sponsors school wide events such as the annual "Thank You Doance" party and the end of the year carnival. The School Site Council functions as a collaborative role in planning school wide activities. Parents volunteer in classrooms daily and the Art Docent program is maintained by parent volunteers.

Quail Glen is a California Distinguished School and prides itself on focusing on Student achievement. Students engage in a rigorous curriculum in a safe learning environment.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Quail Glen Elementary at 916-789-7100.

For more information regarding the Dry Creek Joint Elementary School District and/or Quail Glen Elementary School, please check the District website at www.drycreek.k12.ca.us.

School Profile

Dry Creek School opened as a land grant school in 1876. For over one hundred years the Dry Creek District was a one school district. The District enrollment has grown from a few hundred students to over 7,000. Tremendous enrollment growth starting in the late 1980's has caused the Dry Creek School District to undergo significant changes.

As a result of this extensive growth, the Dry Creek School District established new boundaries in January 1994 and the Quail Glen Elementary School community was identified. In July of 1994, Quail Glen Elementary School opened a Year-Round School housed on the Dry Creek Elementary School campus. In June of 1995, as a result of a successful General Obligation Bond election, construction began on the new Quail Glen Elementary School in northwest Roseville. In July of 1996, the new school opened with approximately 600 students. In July of 1997, Quail Glen School had 720 students. In July of 2002 all schools in the Dry Creek JESD operated on a single-track calendar. In August of 2006, Quail Glen enrollment was 797 students.

In 1996/97, Quail Glen School implemented Class size reduction of first and second grade. In July of 1998, students in kindergarten and third grade were also reduced. All kindergarten - third grade classes are now reduced to 20:1. Fourth and fifth grade classes average 28-32 students.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.5%
American Indian	0.1%
Asian	5.0%
Caucasian	76.6%
Filipino	1.6%
Hispanic	5.0%
Pacific Islander	0.5%
Multiple or No Response	8.7%

Mission Statement

The mission of Quail Glen Elementary School is to:

Establish high expectations academically and behaviorally for all Quail Glen students, encouraging each to reach their fullest potential.

Meet the unique academic, personal and social needs of each Quail Glen student, providing them every opportunity for success.

Parent Involvement

It is the goal of Quail Glen School to actively involve parents in the development, implementation and evaluation of school programs and activities. Parents are informed of opportunities for involvement through the use of a weekly school newsletter. Annually, parent goals are developed that provide parents a challenging way to support the school's academic area of focus. A parent survey is annually coordinated through the school site council. Results are used to identify strengths and areas needing improvement. Parents at Quail Glen play a vital role in the success of the school. Parents receive information about grade level standards through standards brochures and report cards distributed at Back-to-School Night and sent home to those who were unable to attend. A variety of opportunities are available for parents to participate in policy and governance committees that include; School Site Council, Standards and Assessment Leadership Team, GATE Advisory Committee, Prevention Advisory Committee and PTA. Parents donate thousands of dollars annually to our PTA and the school in general.

Each year community presentations are provided in an effort to increase parent involvement and improve understanding about district and school-wide programs and activities. Presentation topics include; STAR testing results, API results, district standards development, intervention programs, school budget, Reading Recovery, GATE and the ELL program and activities. Our Back-to-School Night features a general session where parents are provided an overview of programs and activities for the year and are encouraged to participate in them. The PTA highlights upcoming events and takes sign-ups for volunteers. Annually more than three hundred parents volunteer for PTA events. Parent education programs are also provided that are designed to help parents become more successfully involved in their child's education. Parent education topics have included; discipline, homework, Reading Recovery, and Art Docent training. Parents are also encouraged to attend Student Success Team (SST) meetings to discuss their child's progress and participate in the development of action plans designed to assist students in becoming more successful in school.

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	121	120	110
1st	116	135	131
2nd	139	111	126
3rd	141	152	118
4th	131	123	158
5th	150	128	130

Enrollment By Program

During the 2007/08 school year 758 students were enrolled at Quail Glen Elementary, of which 8% were students with disabilities, 4% were English Learners, and 8% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level. 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.

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	20	20	18	7	6	7	-	-	-	-	-	-
1st	19	19	19	6	7	7	-	-	-	-	-	-
2nd	20	19	18	8	6	6	-	-	-	-	-	-
3rd	20	19	20	8	9	7	-	-	-	-	-	-
4th	33	31	30	-	-	-	1	4	5	3	-	-
5th	30	32	32	-	-	-	5	4	4	-	-	1

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. Quail Glen 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%

Safe School Plan

Safety of students and staff is a primary concern of Quail Glen Elementary. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on October 18, 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. Students are supervised before and after school by certificated staff/principals and classified staff/principals supervise students during lunch. Classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the front office when visiting the school and indicate the reason for their visit.

Discipline & Climate for Learning

Quail Glen utilizes a school wide plan for promoting positive behavior. This plan is provided to all families at the beginning of the year in the Student/Parent Handbook. In addition to the Parent/Student Handbook, a weekly newsletter is sent home that outlines upcoming events and highlights student accomplishments. There are a variety of programs at Quail Glen that provide remediation, and enrichment. A number of after school clubs are available for students. These include: choir, drama, guitar, science and student council.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	27	25	25	553	386	384
Suspension Rate	3.38%	3.25%	3.23%	7.61%	5.32%	5.21%
Expulsions	0	0	0	15	8	7
Expulsion Rate	0.00%	0.00%	0.00%	0.21%	0.11%	0.09%



School Facilities

Quail Glen Elementary was built and constructed in 1996. The school facilities include; a multipurpose room utilized for eating and a variety of school/community functions, a school library, a computer lab, outdoor amphitheater area, and a large playing field that is used by the community for organized sports. Routine and scheduled maintenance are conducted as needed and per product manufacturers' specifications. Site staff typically generates work orders using a web based work order system and are addressed in an expedient manner.

The District maintains its school buildings through school site custodial staff and the district maintenance department. Any and all safety issues are dealt with in a timely manner. Student safety is always a high priority of the district and school site staff. Specific procedures have been developed to assist with before and after school traffic. A safety plan and crisis response plan provides site staff with guidelines for action should an event occur.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Conditions				
Date of Last Inspection: 1-24-2008				
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	K1 & K2 (Bldg C) - Stained ceiling tile in K-2. K3 (Portable) - Stained ceiling tile. Classroom 23 (Portable) - Stained ceiling. Classroom 21 (Portable) - Stained ceiling tile & ceiling leak. Classroom J (Relocatable) - VCT cracked in custodial/PE storage area. Multi-Purpose (Bldg B) - Roof leak into storage room. Damaged ceiling tile (stage storage). Leak into Music Room Office. Administration (Bldg A) - Stained ceiling tile - staff workroom, computer lab, staff kitchen.
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		Classroom J (Relocatable) - Odor in boys restroom.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Dry Creek Joint Elementary School District recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Quail Glen Elementary had 39 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 2005/06 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	42	40	40	355
Without Full Credentials	0	0	0	6
Working Outside Subject	0	0	0	0

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" no later than the end of the 2005-06 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	100.00%	0.00%
District	95.00%	5.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	95.90%	4.10%

Substitute Teachers

The Dry Creek Joint Elementary School District is fortunate to have an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Quail Glen Elementary School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the site administrator assumes the role of substitute. Many substitute teachers transition to long-term substitute and regular full-time jobs in our district.

Teacher Evaluation

All non-tenured teachers in the District are evaluated annually in accordance with the procedures and criteria in the negotiated bargaining unit contract. Tenured teachers are evaluated every two years in accordance with the

procedures and criteria in the negotiated bargaining unit contract. Teachers have ongoing opportunities to receive instruction in classroom strategies and educational research. Administrators within the District have been trained in supervision practices. Beginning Teachers Support and Assessment (BTSA) support providers work with teachers new to the District, as well as to provide in-service.

Individualized Instruction

Quail Glen Elementary provides special education services to students who have special needs.. Programs and services designed to meet the student's needs are identified in the Individualized Education Program (IEP). The Resource Specialist and Special Day Class Programs serve students with exceptional needs through the site Learning Center.

At Risk Interventions

Quail Glen 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 Quail Glen Elementary include: Reading Recovery, Early Intervention Strategies, Math Booster Club, Read Naturally, Comprehension Reading Groups and kindergarten extended day.

English Language Learners

English Learner (EL) students are placed in classrooms with teachers who are certified to teach EL students. Support outside of the classroom is provided through EL support services at the site which include an English learner teacher and instructional assistant. EL students can also receive services through site intervention programs which include extended day programs and learning center services. EL students are also eligible to attend intersession programs.

GATE

Beginning in fourth grade GATE students are clustered together in GATE classrooms. GATE cluster teachers have completed or are taking GATE certification training. The goal of the GATE program is to provide differentiated learning opportunities during the regular school day for identified students. Differentiation is a process of modifying curriculum content, process or product so that students may learn at their own ability level and at their own pace. Strategies used may include but are not limited to flexible grouping, acceleration, and in-depth study.

Counseling & Support Staff

It is the goal of Quail Glen 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 Quail Glen Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
District Nurse	1	
Health Clerk	1	
Instructional Assistants	6	
Library Technician	1	
School Psychologist	1	

Curriculum Development

All curriculum development in the Dry Creek Joint Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and teachers, to align with the state standards, district goals, and the statewide assessment program. During the 2007/2008, changes to the curriculum included: History/Social Studies (K-5) and Science (6-8 and 4-5).

Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 6, 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. In grades 6-8 each student receives a textbook to keep at home and has a class set of textbooks to use at school. 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 each school site and 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
K-5	History/Social Science	Pearson Scott Foresman	2007	Yes
K-5	Mathematics	Mathematics - Houghton Mifflin	2002	Yes
K-5	Reading/ Language Arts	Reading *California* - Houghton Mifflin	2004	Yes
K-5	Science	Foss Science Kits - Standards Aligned	1993	Yes

District Expenditures

Dry Creek Joint Elementary School District spent an average of \$ 6,146.03 to educate each student, based on 2005-2006 FY audited financial statements. 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.

District Revenue Sources

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Title I, Part A (Educationally Disadvantage Students)
 Title II, Part A (Improving Teacher Quality)
 Title II, Part A (Language Instruction for Limited English Proficient Students)
 Title II, Part D (Enhancing Education through Technology - EETT)
 Title V, Part A (Innovative Education Strategies)
 Title III (Immigrant Education Program)
 Title III (Limited English Proficient Student Program)
 English Language Acquisition Program (ELAP) Student Assistance
 Lottery: Instructional Materials
 School Safety & Violence Prevention
 Tobacco Use Prevention Education (TUPE)
 Arts & Music Block Grant
 Arts, Music, and Physical Education
 Supplemental School Counseling Program (Middle & High School)
 Economic Impact Aid (EIA): English Learner or Limited English Proficient
 Transportation: Home to School
 School & Library Improvement Block Grant



Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,975
From Restricted Sources	\$92
From Unrestricted Sources	\$4,883
District	
From Unrestricted Sources	\$5,733
Percentage of Variation between School & District	14.83%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	1.21%

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 Web site.

Average Salary Information Teachers - Principal - Superintendent 2005-06

	District	State
Beginning Teachers	\$34,000	\$39,984
Mid-Range Teachers	\$57,252	\$63,798
Highest Teachers	\$76,594	\$79,204
Elementary School Principals	\$93,159	\$99,820
Middle School Principals	\$102,776	\$102,340
High School Principals	-	-
Superintendent	\$140,126	\$158,484

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 2005-2006 financial statements.

Average Teacher Salaries	
School & District	
School	\$58,223
District	\$54,269
Percentage of Variation	7.28%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	4.57%

Salaries as a Percentage of Total Budget		
Teacher Salaries	47.5%	43.0%
Administrative Salaries	6.5%	5.4%
* Data unavailable from the State of California at the time of publication.		

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 (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	71	72	83	67	69	70	90	87	88	76	75	79	91	86	85	91	90	87	88	94	89	71	80	84	62	63	73
District	61	63	67	53	54	54	73	74	74	66	63	68	82	74	77	76	76	73	75	75	73	70	70	67	51	52	56
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	70	71	82	66	71	68	84	82	85	68	64	72	95	88	89	94	94	89	84	94	88	67	78	85	65	60	77
District	59	59	67	49	53	47	69	68	70	61	58	65	86	76	80	78	76	74	74	75	72	69	70	67	55	55	60
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
Females																											
School	73	72	85	68	68	71	96	92	91	83	85	86	86	84	82	87	86	84	91	95	91	76	82	83	58	68	71
District	65	66	68	58	53	61	80	78	77	72	67	71	78	71	76	73	75	71	75	74	74	71	70	66	47	49	54
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	56	42	*	43	*	*	*	*	*	36	*	*	88	75	*	93	*	*	*	*	*	50	*	*	64	*	*
District	46	46	43	32	34	32	58	56	50	48	42	52	69	62	58	63	58	59	59	60	54	56	55	44	33	31	36
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	*	*	67	*	*	*	88	*	*	*	63	*	*	*	75	*	*	*	81	*	*	*	56	*	*	56	*
District	58	46	46	48	44	30	71	59	64	58	56	55	74	59	67	71	65	55	76	70	61	69	59	47	38	44	42
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
Caucasian																											
School	73	76	82	67	71	69	89	88	90	78	76	79	91	90	84	91	91	87	88	94	89	72	81	86	61	67	75
District	63	65	69	56	56	57	75	76	78	68	65	72	83	76	79	76	78	75	74	76	75	72	72	70	52	56	60
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	36	54	*	47	76	*	58	79	92	*	38	*	73	69	*	82	76	*	58	100	77	*	38	*	*	38	*
District	45	35	44	29	48	29	48	47	53	41	32	20	69	52	59	49	61	46	51	56	43	45	39	29	37	32	24
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

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

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.



CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	3			3		
	05	06	07	05	06	07
All Students						
School	72	72	68	93	89	81
District	57	58	57	74	74	71
State	36	37	38	55	55	56
Males						
School	64	67	65	94	89	85
Females						
School	80	79	71	91	89	77
Socioeconomically Disadvantaged						
School	57	*	*	86	*	*
Caucasian						
School	72	75	72	92	90	85
Students with Disabilities						
School	59	59	*	76	82	*

*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, Quail Glen Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. 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.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	27.0%
School (Boys)	27.9%
School (Girls)	26.2%
District	
District Overall	24.8%
District (Boys)	27.0%
District (Girls)	22.5%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

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	10	10	10	
Similar Schools Rank	10	10	9	
All Students				
Actual Growth	11	4	2	915
Caucasian				
Actual Growth	11	5	1	919

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.

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.

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%

School Leadership

Leadership at Quail Glen Elementary is a responsibility shared between district administration, the principal, 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 three years, leadership duties were assumed by Principal Tracy Robinson. Principal Tracy Robinson has many years of experience in education with positions as a classroom teacher and assistant principal. 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: School Site Council, Parent Teacher Association, as well as district committees.

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 three days to staff development annually for the past three years. Topics for staff development during the 2007/2008 school year included: Cultural Proficiency, Differentiation of Instruction, and English Learner Strategies.

Instructional Time (includes Minimum days)

For 2006/07, all schools in the Dry Creek Joint Elementary School District offered 180 days of instruction, comprised of 170 regular days. The additional 10 minimum days were utilized for: Parent Teacher Conferences, Staff Development, and last day of school. 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.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,900
1st	50,400	51,350
2nd	50,400	51,350
3rd	50,400	51,350
4th	54,000	54,680
5th	54,000	54,680

Computer Resources

All classrooms have at least one computer that are connected to the Internet. Quail Glen also has one computer lab with at least 34 computers. The computer lab is staffed by an instructional assistant. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students visit the computer lab weekly.

Computer Resources			
	04-05	05-06	06-07
Computers	139	139	139
Students per computer	5.7	5.5	5.6
Classrooms connected to Internet	41	41	41

Library Information

The school's library, staffed by a full-time Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Several computer workstations within the library are connected to the Internet so students are able to access resources and information online. Students may also take accelerated reading quizzes while in the library and check out reading material that is at their instructional level. Parents may also check out resources.

Board of Trustees

The Dry Creek Joint Elementary School District is governed by the following Board of Education Members: Tracy Pittman (Board President), Ryan Darke (Board Clerk), Diane Howe, Anne Silberstein, and Barry Stillman.

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 Antelope and Roseville, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Dry Creek Joint 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.

