

THE CLASSICAL ACADEMY K-8

"PARTNERING WITH PARENTS FOR QUALITY EDUCATION"

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SCHOOL ACCOUNTABILITY 2008-09 REPORT CARD

Please note: As an independent charter school, The Classical Academy's program, resources, and administration are run independently from the Escondido Elementary School District. This report offers district and state data for comparison to satisfy reporting requirements.

DIRECTOR'S MESSAGE

As the Executive Director for The Classical Academy, (TCA) I am pleased to share with you that our programs continue to grow and our influence with parents who wish to personalize their children's education is changing the educational landscape of North County San Diego. The Classical Academy offers a unique Personalized Learning program that blends a mix of traditional classroom time and a home-based education. As an accredited school with the Western Association of Schools and Colleges (WASC), we have been successfully equipping students and parents since our inception in 1999 with the Escondido Union School District.

Parents, students, and community members enjoy the programs that we have created and know that our "school of choice" offers students academic excellence. Enjoy this year's report.

MISSION STATEMENT

Our mission is to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children. Parents, working with credentialed teachers, prepare, monitor, and implement programs that enrich, challenge, and inspire students to embrace personalized academic success.

COMMUNITY & SCHOOL PROFILE

The Classical Academy is Escondido's premier charter elementary school. Operating since 1999, The Classical Academy "partners with parents" in their mission to educate their children. The school's program spans kindergarten through eighth grade and offers optional weekly workshops and Friday enrichment labs for students.

The Classical Academy seeks to create "Thinkers, Communicators, and Achievers."

The school is accredited by the Western Association of Schools and Colleges (WASC). Students continually outperform other area schools due to the fact that they work so closely with their parents and are supervised by a credentialed teacher.

In the 2008-09 school year, The Classical Academy served 847 students in grades kindergarten through eight on a traditional school year calendar. Student body demographics are illustrated in the table.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2008-09 | |
| | Percentage |
| African American | 1.1% |
| American Indian | 0.9% |
| Asian | 5.3% |
| Caucasian | 80.6% |
| Filipino | 1.7% |
| Hispanic or Latino | 9.4% |
| Pacific Islander | 0.9% |
| Multiple or No Response | 0.0% |

DISCIPLINE & CLIMATE FOR LEARNING

Students at The Classical Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. A schoolwide discipline plan has been developed and adopted by teachers, administrators, and parents. Since parents play such a primary role in the school's discipline program, it's considered a parent-based program. Rules, procedures, and expectations are clearly stated in the parent-student handbook. Rules and expectations are reinforced fairly, firmly, and consistently throughout the year through individualized mailings, phone calls, and other ongoing interaction with the student and parents.

Positive behavior is the focus of staff efforts at The Classical Academy.

There are numerous opportunities for students to be recognized for their exemplary behavior and achievement through awards such as the Student Recognition Program which recognizes thinkers, communicators, and achievers.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 0 | 0 | 0 | 2099 | 1730 | 1914 |
| Suspension Rate | 0.0% | 0.0% | 0.0% | 10.8% | 8.9% | 9.9% |
| Expulsions | 0 | 0 | 0 | 58 | 39 | 33 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.3% | 0.2% | 0.2% |

ENRICHMENT ACTIVITIES & AWARDS

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment activities include: computers, sign language, cooking, art, swimming, gymnastics, band, choir, musical theatre, golf program, dance, and leadership class.

CLASS SIZE

The Classical Academy offers a variety of programs to help best fit student needs: A/B workshops (twice a week) and an alternate Track C program (5-day at home). The chart show the average class size by grade level for grades K-8.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| K | 20 | - | 20 | 3 | - | * | - | - | * | - | - | * |
| 1 | 20 | 20 | 20 | 3 | 2 | * | - | - | * | - | - | * |
| 2 | 20 | 19 | 20 | 2 | 2 | * | - | - | * | - | - | * |
| 3 | 20 | 20 | 20 | 2 | 2 | * | - | - | * | - | - | * |
| 4 | 20 | 20 | 20 | 2 | 2 | * | - | - | * | - | - | * |
| 5 | 20 | 20 | 20 | 2 | 4 | * | - | - | * | - | - | * |
| 6 | 20 | 20 | 39 | 2 | 2 | - | - | - | - | - | - | 1 |
| 7 | - | - | 20 | - | - | * | - | - | * | - | - | * |
| 8 | - | - | 20 | - | - | * | - | - | * | - | - | * |
| K-3 | - | 40 | - | - | - | - | - | - | - | - | 1 | - |

* Data not provided.

SCHOOL ENROLLMENT & ATTENDANCE

The table displays the enrollment trends for the past three years. As a charter school offering independent study, we do not track absences – only outcomes in the students learning.

| | Enrollment Trend by Grade Level | | |
|-----|---------------------------------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| K | 77 | 68 | 95 |
| 1st | 65 | 79 | 93 |
| 2nd | 74 | 68 | 90 |
| 3rd | 69 | 93 | 87 |
| 4th | 74 | 86 | 97 |
| 5th | 73 | 95 | 106 |
| 6th | 82 | 73 | 100 |
| 7th | 77 | 89 | 83 |
| 8th | 72 | 79 | 96 |

COUNSELING & OTHER SUPPORT SERVICES

It is the goal of The Classical Academy to assist students in their social, personal, and academic development. The school provides special attention to students who experience achievement problems difficulty, coping with personal and family problems, trouble with decision-making, or handling peer pressure. There are currently no academic counselors at The Classical Academy.

The Classical Academy staff and teachers offer a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and National standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

The Classical Academy staff recognizes the uniqueness of all its students. The school offers differentiated instruction to all students. The school encourages students to work at their own pace. This allows students capable of high levels of achievement to move at an accelerated pace, and students who are not achieving at grade-level proficiency to work at a slower pace and receive additional assistance.

The Classical Academy's educational program is to offer assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards in their academic program meet with their assigned teacher to discuss the modification of their educational program. This modified program is monitored closely to ensure individual success. All Special Education students receive additional assistance and tutoring.

TEACHER ASSIGNMENT

The Classical Academy recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Classical Academy had 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 27 | 28 | 41 | 1049 |
| Without Full Credentials | 0 | 0 | 1 | 10 |
| 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 | | |
|--|--------------------------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| 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 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 | 97.3% | 2.7% |
| High-Poverty Schools in District | 97.0% | 3.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

CURRICULUM DEVELOPMENT & PROFESSIONAL DEVELOPMENT

At The Classical Academy, curricula in all of the core content areas have been aligned with the California State Content Standards. The school analyzes student work, using data effectively, and working collaboratively to plan and improve instruction.

School representatives conduct a review of the school's program by looking at how well students perform on benchmark assessments and State standardized tests, identifying areas of strength and areas where improvements are needed.

The curriculum team makes certain that curriculum is well-articulated among grade levels, identifying and correcting gaps to ensure continuity. The team recommends textbooks for adoption and develops curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. The school's Leadership Team, parents, and members of the school community continually evaluate the school's success in meeting curricular objectives.

The Classical Academy provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas.

Five staff development days were offered annually for the past three years.

PARENT INVOLVEMENT

Parents participate on various committees that make decisions regarding the priorities and direction of the educational plan. This ensures instructional programs are consistent with students' needs and comply with district goals. These committees include the Parent Focus Groups and volunteer committees. Volunteerism at The Classical Academy has been one of the keys to the success of the educational program. Parents are encouraged to volunteer 25 hours a year at the school.

Parent Information and Education (PIE) nights occur three times per year. Educational speakers and topics are discussed to strengthen the role of parents as primary educators.

Every five weeks, parents and the community have the opportunity to participate in schoolwide field trips that tie history and science themes into events and crafts. The Classical Academy's annual Open House occurs in February.



CONTACT INFORMATION

Parents who wish to participate in The Classical Academy's leadership teams, school committees, school activities, or become volunteers may contact Chief Business Officer, Cameron Curry at (760) 546-0101.

SCHOOL FACILITIES & SAFETY

The Classical Academy provides a safe, clean environment for students, staff, and volunteers. The school is situated on three-fourths of an acre and spans 14,000 square feet. School facilities were built in 1985 and presently include the library, nine permanent classrooms, one computer lab, a staff room, and playground, which are all up-to-date and provide adequate space for students and staff. Unlike a traditional public school, The Classical Academy pays a monthly mortgage & lease for facilities. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Cleaning Process

A custodian cleans classrooms, restrooms, and campus grounds on a daily basis. A scheduled maintenance program is administered by the school to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Maintenance and Repair

The Classical Academy's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. At the time this report was published, 100% of restrooms on campus were in good working order.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The table displays the most recent facility inspection conducted at The Classical Academy (as of November 2009).

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 8/12/2009 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Safety

The safety of students and staff is a primary concern of The Classical Academy. The school is a closed campus; all visitors must check in at the office before entering. During recess and lunch, and before and after school, teachers and classified staff monitor the campus to ensure student safety throughout the school day.

The Classical Academy incorporates a safety plan that includes steps for ensuring student and staff safety during a disaster. The school principal conducts earthquake, fire, and other emergency drills on a regular basis in accordance with the site disaster plan.

Each classroom contains emergency supplies, food, water, and rescue equipment in a convenient location for any emergency.

The School Safety Plan is reviewed and revised when necessary. Components of the School Site Safety Plan include strategies and programs that will provide and maintain a high level of school safety. The Safe School Plan outlines rules and procedures governing safety issues at the school including information on crimes committed on the school grounds; child abuse reporting procedures; disaster procedures; sexual harassment policies; schoolwide dress code; procedures for safe ingress and egress of pupils, parents, and school employees; and strategies to provide a safe and orderly environment. The plan was last reviewed and updated with school staff in fall of 2009.

Deferred Maintenance Budget & Projects

The Classical Academy does not have a deferred maintenance budget or participate in any deferred maintenance projects.



INSTRUCTIONAL MATERIALS

The Classical Academy sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with textbooks in the core subject areas. The school held a public hearing August 26, 2009, and determined that sufficient and good quality textbooks and instructional materials are available, pursuant to the settlement of *Williams vs. the State of California*. All students 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. The resolution does not include English Learners. The chart displays the most current (November 2009) textbooks in use at The Classical Academy.

LIBRARY INFORMATION

In addition to standard textbooks, The Classical Academy offers literature that is thematically linked to history, science, and the language arts program. Whenever possible, classics are chosen both as student-read literature and read-alouds with parents/teachers.

COMPUTER RESOURCES

Integration of technology into the standard curriculum is ongoing at The Classical Academy. Students receive computer instruction on a regular schedule. Software programs develop reading skills, technological skills, and mathematical proficiency. The power of the computer as a learning tool gives students an edge in the technological world of the twenty-first century. There is approximately one computer per classroom, and 20 computers are available for student use in the computer labs. Students visit the computer lab on a weekly basis.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 06-07 | 07-08 | 08-09 |
| Computers | 10 | 20 | 61 |
| Students per computer | 66.3 | 36.5 | 13.9 |
| Classrooms connected to Internet | 1 | 10 | 22 |

| District-Adopted Textbooks | | | | | |
|----------------------------|----------------------------------|------------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 6th-8th | English/ Language Arts | Holt | 2005 | Yes | 0.0% |
| 4th-5th | English/ Language Arts | McGraw-Hill | 2005 | Yes | 0.0% |
| K-1 | English/ Language Arts | Sing, Spell, Read, and Write | 2005 | Yes | 0.0% |
| 2nd-3rd | English/ Language Arts | SRA (Open Court) | 2005 | Yes | 0.0% |
| 7th-8th | Foreign Language | Prentice Hall | 2005 | Yes | 0.0% |
| 7th-8th | History/Social Science | Glencoe | 2005 | Yes | 0.0% |
| K-6 | History/Social Science | Primary Resource Documents | 2005 | Yes | 0.0% |
| 7th-8th | Mathematics | Glencoe/ McGraw Hill | 2005 | Yes | 0.0% |
| K | Mathematics | Sadlier Oxford | 2005 | Yes | 0.0% |
| K-6 | Mathematics | Saxon | 2005 | Yes | 0.0% |
| 5th-8th | Science | Houghton Mifflin | 2005 | Yes | 0.0% |
| 7th-8th | Science | Prentice Hall | 2005 | Yes | 0.0% |
| K-4 | Science | Primary Resource Documents | 2005 | Yes | 0.0% |
| K-8 | Visual and Performing Arts | Art in Action Program | 2005 | Yes | 0.0% |

ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

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

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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) | | | | |
|--------------------------------|-------------------------------|-------------|-------------------------------|-------------|
| Met AYP Criteria | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Made AYP Overall | Yes | | No | |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| 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.

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.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2005-2006 |
| Year in PI (2009-10) | - | Year 3 |
| # of Schools Currently in PI | - | 10 |
| % of Schools Identified for PI | - | 40.00% |

| API School Results | | | | |
|----------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 9 | 9 | 9 | |
| Similar Schools Rank | 4 | 6 | 4 | |
| All Students | | | | |
| Actual Growth | 18 | -8 | -7 | 847 |
| Caucasian | | | | |
| Actual Growth | 16 | -4 | -12 | 846 |

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. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 74 | 76 | 76 | 41 | 43 | 46 | 43 | 46 | 50 |
| Mathematics | 67 | 67 | 64 | 43 | 46 | 48 | 40 | 43 | 46 |
| Science | 64 | 77 | 69 | 35 | 43 | 45 | 38 | 46 | 50 |
| History/Social Science | 63 | 59 | 74 | 36 | 33 | 42 | 33 | 36 | 41 |

| California Standards Test (CST) | | | | |
|---------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| African American | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 93 | 83 | * | * |
| Filipino | 83 | 58 | * | * |
| Hispanic or Latino | 77 | 61 | 71 | * |
| Pacific Islander | * | * | * | * |
| Caucasian | 75 | 64 | 68 | 75 |
| Males | 75 | 65 | 73 | 79 |
| Females | 78 | 63 | 65 | 71 |
| Socioeconomically Disadvantaged | 66 | 55 | 53 | * |
| English Learners | * | * | * | * |
| Students with Disabilities | 57 | 62 | 47 | * |
| Migrant Education | * | * | * | * |

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

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

| National Assessment of Educational Progress | | | | | |
|--|---------------------|----------|-----------------------------|------------|----------|
| Reading and Mathematics Results for Grades 4 & 8 | | | | | |
| By Performance Level - All Students | | | | | |
| | Average Scale Score | | % at Each Achievement Level | | |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

| National Assessment of Educational Progress | | | | |
|--|--------------------|-----|----------|-----|
| Reading and Mathematics Results for | | | | |
| Students with Disabilities (SD) and/or English Language Learners (ELL) | | | | |
| By Grades 4 & 8 and Participation Rate - All Students | | | | |
| | Participation Rate | | | |
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

PHYSICAL FITNESS

In the spring of each year, Classical Academy 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. During the 2008-09 school year, 52.8% of fifth and 61.8% of seventh grade students at The Classical Academy met state fitness standards in all six fitness areas.

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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.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2007-08 | | |
| | District | State |
| Beginning Teachers | \$36,147 | \$41,866 |
| Mid-Range Teachers | \$64,886 | \$68,220 |
| Highest Teachers | \$86,303 | \$86,536 |
| Elementary School Principals | \$97,065 | \$107,858 |
| Middle School Principals | \$103,080 | \$111,405 |
| High School Principals | - | \$112,732 |
| Superintendent | \$192,261 | \$178,938 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 44.0% | 42.0% |
| Administrative Salaries | 4.0% | 6.0% |

SCHOOL SITE AVERAGE 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 2007-08 financial statements).

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$48,440 |
| District | \$63,891 |
| Percentage of Variation | 24.19% |
| School & State | |
| All Elementary School Districts | \$67,082 |
| Percentage of Variation | 27.79% |

EXPENDITURES & SERVICES FUNDED

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 | \$5,018 |
| From Restricted Sources | \$245 |
| From Unrestricted Sources | \$4,773 |
| District | |
| From Unrestricted Sources | \$5,563 |
| Percentage of Variation between School & District | 14.20% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 13.41% |

In addition to general state funding, Escondido Elementary School District received state and federal funding for the following categorical, special education and support programs:

- Gifted and Talented Pupils
- School Improvement Program
- Safe and Drug Free Schools Program
- Class Size Reduction
- Year-round School Incentive
- Peer Assistance and Review Program
- Economic Impact Aid
- Special Education
- Instructional Materials
- ECIA
- Staff Development

DATA SOURCES

Data within the SARC was provided by The Classical Academies, retrieved from the 2008-09 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.

