



Tully C. Knoles School

School Accountability Report Card, 2005–2006
Lincoln Unified School District



Data Almanac



» The facts in this Data Almanac provide additional information, either in greater depth or for a span of years. This section presents the facts and statistics in table format without narrative text. We hope they make this report more useful to you and your colleagues.

STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	552
African American	16%
American Indian or Alaska Native	1%
Asian	8%
Filipino	1%
Hispanic or Latino	34%
Pacific Islander	0%
White (not Hispanic)	38%
Multiple or no response	1%
Socioeconomically disadvantaged	56%
English Learners	19%
Students with disabilities	14%

SOURCE: All but the last three lines are from the annual censuses, CBEDS, October 2005. Data about students who are socioeconomically disadvantaged, English Learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	55
Grade 5	67
Grade 6	65
Grade 7	72
Grade 8	53
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2005.

Average Class Size by Grade Level

GRADE LEVEL	2003–2004	2004–2005	2005–2006
Kindergarten	20	20	20
Grade 1	20	20	20
Grade 2	20	20	20
Grade 3	20	20	20
Grade 4	32	26	31
Grade 5	29	29	32
Grade 6	28	29	33
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2005.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2003–2004			2004–2005			2005–2006		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	3	0	0	3	0	0
Grade 1	3	0	0	3	0	0	2	1	0
Grade 2	2	1	0	2	0	0	2	1	0
Grade 3	4	0	0	4	0	0	3	0	0
Grade 4	0	2	0	0	2	0	0	2	0
Grade 5	0	3	0	0	3	0	0	2	0
Grade 6	0	3	0	0	3	0	0	1	1
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2005.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2003–2004	2004–2005	2005–2006	2005–2006
With Full Credential	30	31	29	273
Without Full Credential	4	1	0	4%

SOURCE: CBEDS, October 2005, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English/ Language Arts	27%	34%	44%	39%	43%	45%	36%	40%	42%
Mathematics	23%	31%	47%	32%	39%	43%	34%	38%	40%
Science	14%	33%	45%	31%	37%	37%	25%	27%	35%

SOURCE: California Standards Tests (CST) results, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2005–2006	MATHEMATICS 2005–2006	SCIENCE 2005–2006
African American	31%	33%	15%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	31%	34%	53%
Filipino	N/A	N/A	N/A
Hispanic or Latino	41%	44%	46%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	53%	55%	56%
Boys	37%	47%	42%
Girls	50%	46%	49%
Economically disadvantaged	37%	40%	33%
English Learners	35%	39%	42%
Students with disabilities	17%	14%	11%
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	39%	33%	40%	48%	46%	46%	43%	41%	42%
Mathematics	40%	38%	44%	50%	51%	54%	51%	52%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2005–2006	MATHEMATICS 2005–2006
African American	32%	27%
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	34%	51%
Pacific Islander	N/A	N/A
White (not Hispanic)	49%	53%
Boys	32%	38%
Girls	47%	50%
Economically disadvantaged	36%	43%
English Learners	31%	38%
Students with disabilities	5%	5%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2003–2004	2004–2005	2005–2006
Statewide rank	3	3	4
Similar-schools rank	1	1	3

SOURCE: The API Base Report from December 2006.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2003–2004	2004–2005	2005–2006	2005–2006
All students at the school	+23	+30	+44	749
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+24	+17	+40	752
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+35	+34	+55	802
Boys	N/A	N/A	N/A	N/A
Girls	N/A	N/A	N/A	N/A
Economically disadvantaged	+23	+50	+37	720
English Learners	N/A	N/A	+43	693
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2007.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests; (b) 22.3 percent of students scoring Proficient or higher on the English/language arts test and 20.9 percent in mathematics; and (c) an API of at least 590.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
API	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in February 2007.

Intervention Program: District Program Improvement (PI)

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.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	3
Percentage of schools currently in PI	25%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in February 2007.

TEXTBOOKS**Textbook Adoption List (TABLE 0)**

Here is a complete or partial list of textbooks used at our school during the 2005–2006 school year..

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Houghton Mifflin Reading	Language Arts	2003	
Harcourt California	Math	2001	
Harcourt California	Science	2000	
McGraw-Hill	Social Studies	1999	

SOURCE: Textbook data is supplied by the district.