



Mable Barron 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 | 721 |
| African American | 10% |
| American Indian or Alaska Native | 0% |
| Asian | 7% |
| Filipino | 4% |
| Hispanic or Latino | 28% |
| Pacific Islander | 0% |
| White (not Hispanic) | 50% |
| Multiple or no response | 0% |
| Socioeconomically disadvantaged | 32% |
| English Learners | 15% |
| Students with disabilities | 8% |

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 | 80 |
| Grade 1 | 79 |
| Grade 2 | 79 |
| Grade 3 | 80 |
| Grade 4 | 88 |
| Grade 5 | 103 |
| Grade 6 | 66 |
| Grade 7 | 71 |
| Grade 8 | 75 |
| 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 | 19 | 20 |
| Grade 1 | 20 | 19 | 20 |
| Grade 2 | 20 | 18 | 20 |
| Grade 3 | 20 | 20 | 20 |
| Grade 4 | 33 | 31 | 28 |
| Grade 5 | 29 | 33 | 32 |
| Grade 6 | 33 | 27 | 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 | 4 | 0 | 0 | 5 | 0 | 0 | 4 | 0 | 0 |
| Grade 1 | 4 | 0 | 0 | 3 | 0 | 0 | 4 | 0 | 0 |
| Grade 2 | 3 | 0 | 0 | 3 | 0 | 0 | 4 | 0 | 0 |
| Grade 3 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 |
| Grade 4 | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 3 | 0 |
| Grade 5 | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 3 | 0 |
| Grade 6 | 0 | 1 | 2 | 1 | 2 | 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 | 31 | 29 | 30 | 273 |
| Without Full Credential | 2 | 4 | 3 | 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 | 43% | 51% | 53% | 39% | 43% | 45% | 36% | 40% | 42% |
| Mathematics | 39% | 45% | 56% | 32% | 39% | 43% | 34% | 38% | 40% |
| Science | 22% | 27% | 51% | 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 | 34% | 35% | 28% |
| American Indian or Alaska Native | N/A | N/A | N/A |
| Asian | 58% | 72% | 45% |
| Filipino | 76% | 83% | N/A |
| Hispanic or Latino | 41% | 47% | 43% |
| Pacific Islander | N/A | N/A | N/A |
| White (not Hispanic) | 63% | 61% | 60% |
| Boys | 51% | 56% | 56% |
| Girls | 56% | 55% | 47% |
| Economically disadvantaged | 38% | 45% | 32% |
| English Learners | 29% | 39% | 21% |
| Students with disabilities | 13% | 13% | 0% |
| 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 | 51% | 47% | 45% | 48% | 46% | 46% | 43% | 41% | 42% |
| Mathematics | 53% | 50% | 54% | 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 | 20% | 33% |
| American Indian or Alaska Native | N/A | N/A |
| Asian | N/A | N/A |
| Filipino | N/A | N/A |
| Hispanic or Latino | 32% | 34% |
| Pacific Islander | N/A | N/A |
| White (not Hispanic) | 51% | 62% |
| Boys | 41% | 56% |
| Girls | 49% | 52% |
| Economically disadvantaged | 25% | 38% |
| English Learners | 20% | 30% |
| Students with disabilities | N/A | N/A |
| 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 | 6 | 6 | 6 |
| Similar-schools rank | 2 | 3 | 2 |

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 | -9 | +27 | +21 | 791 |
| 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 | -21 | +6 | +8 | 727 |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (non Hispanic) | -11 | +16 | +25 | 827 |
| Boys | N/A | N/A | N/A | N/A |
| Girls | N/A | N/A | N/A | N/A |
| Economically disadvantaged | -22 | +41 | +23 | 714 |
| English Learners | N/A | N/A | N/A | N/A |
| 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.