

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

## 2006-07 Executive Summary School Accountability Report Card

### Orangewood Elementary School

Address: 9600 Eucalyptus Dr. , Bakersfield CA 93306-6781 Phone: (661) 366-8440  
Principal: Mark Holmes Grade Span: K - 4

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Orangewood Elementary School serves approximately 570 kindergarten – fourth grade students in the Edison Elementary School District. The student body population is approximately 75% Hispanic, 21% white, 1% American Indian, 1% African American, 1% Asian and 1% makes up all other ethnic minorities. Orangewood is located in the middle of Kern County on the east side of Bakersfield, California. All Kindergarten – third grade classrooms are self-contained and have a ratio of 20.4 or fewer students to 1 certificated teacher. The fourth grade classes average below 30 students per classroom. The school offers a standard core curriculum, with emphasis on basic academic subjects.

At Orangewood there are 29 regular classroom teachers who work with the students at Orangewood. There are four bilingual aides who assist students under the supervision of the classroom teachers to improve the language skills of the English Language Learners. Four additional aides work as playground supervisors and prepare classroom materials, and a library aide maintains a Library/Computer Lab. There are six special education aides that work with individual and small groups of children with special needs. There are three title one aides that rotate through all classrooms and work with the identified title one reading students. The district provides a Special Education Teacher, Resource Specialist Teacher, and School Psychologist, Speech and Language Therapist and a part time nurse to meet the special needs of many of our students.

There is an onsite preschool program called “La Escuelita” which serves 91 preschool age students. Many of the students served in this facility feed into Orangewood Elementary.

### Student Enrollment

Group	Enrollment
Number of students	570
African American	1.4 %
American Indian or Alaska Native	0.7 %
Asian	0.7 %
Filipino	0.18 %
Hispanic or Latino	75.26 %
Pacific Islander	0.35 %
White (not Hispanic)	21.4 %
Multiple or No Response	%
Socioeconomically Disadvantaged	79 %

English Learners	39 %
Students with Disabilities	9 %

## Teachers

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

Orangewood Elementary School opened its door for students in 1955. The school site consist of 29 classrooms of which 15 are original classrooms and 15 portable classrooms that have been added as more students moved into the area and enrolled in Orangewood Elementary School. The district takes great care to ensure both schools are clean, safe, and functional. To assist in the evaluation of the school's facilities, the district uses the Facility Inspection Tool developed by the State of Californina Offie of Public School Construction. The results of this survey was an overall rating of 100 percent.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructiona Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	NA
Health	0%
Science Laboratory Equipment	NA

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5638
District	\$ 5638
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	28 %
Mathematics	37%
Science	NA
History-Social Science	NA

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	677

Statewide Rank (from 2007 API Base Report)	3
2007-08 Program Improvement Status (PI Year)	Not in PI

### School Completion

Indicator	Result
Graduation Rate	NA

### Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

## 2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the schools contact information.

School		District	
School Name	Orangewood Elementary	District Name	Edison Elementary
Street	9600 Eucalyptus Dr.	Phone Number	(661) 363-5394
City, State, Zip	Bakersfield , CA 93306-6781	Web Site	
Phone Number	(661) 366-8440	Superintendent	Cheri Sanders
Principal	Mark Holmes	E-mail Address	sventura@edsionschooldistrict.org
E-mail Address	jdelmarter@edsionschooldistrict.org	CDS Code	15-63438-6009443

#### School Description and Mission Statement

This section provides information about the school's goals and programs.

Orangewood Elementary School is a primary school which serves students in grades kindergarten through third grade in the Edison School District. Orangewood is located in the center of Kern County on the east side of Bakersfield, California. At Orangewood there are twenty-nine regular classroom teachers who work with the Kindergarten through Fourth grade students at Orangewood. We employ 1 "Special Day Class" teacher who works with disabled students. There are four bilingual aides who assist students under the supervision of the classroom teachers to improve the language skills of the English Language Learners. There are three Title I aides who work in the classrooms helping students with reading skills. A library aide maintains a Library/Computer Lab. The district provides a Resource Specialist Teacher, School Psychologist, Speech and Language Therapist and a part time nurse to meet the special needs of many of our students.

##### School Mission and Vision

###### Edison Elementary School District Mission Statement

The Edison Elementary School District mission is to maximize the intellectual, emotional, physical, and ethical development of every student. Each student will master basic skills, and develop a desire for lifelong learning. Each student will be taught responsibility and citizenship.

###### Orangewood Elementary Mission/Vision Statement

Orangewood Elementary School's mission is to teach core academic skills and enhance self-esteem among students and staff by maintaining a positive atmosphere that encourages creative thinking and responsible decision-making. Our goals are to: maintain a spirit of cooperation between school and home that will allow us to maximize the educational experience for all; to provide for our students according to their individual needs, talents, and abilities; to have every child reach grade level expectations.

#### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

The parents of Orangewood Elementary School students are encouraged to volunteer at the school. The Parent Teacher Club (PTC) is a great opportunity for parents to get involved and help at a variety of levels.

The PTC runs fundraisers which buy many extras that make Orangewood a special place to attend. They aide in the social aspect of many activities on campus. Parents are also encouraged to volunteer in the classroom. We can always use adults to listen to children read, work at a center or help by preparing instructional materials. If you are interested in working in the classroom, library or from home please contact the classroom teacher, librarian or the school office to make arrangements.

We love and appreciate the support that we get from our parents in the Volunteer Clerical Pool. This is an organized clerical pool that supports all classrooms. Staff submits work orders to this pool and then the work is completed by parents and other staff. If you would like to be a part of this support activity please call the Orangewood office.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	118
Grade 1	115
Grade 2	145
Grade 3	125
Grade 4	66
Grade 5	1
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	570

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.4 %	White (not Hispanic)	21.4 %
American Indian or Alaska Native	0.7 %	Multiple or No Response	%
Asian	0.7 %	Socioeconomically Disadvantaged	79 %
Filipino	0.18 %	English Learners	39 %
Hispanic or Latino	75.26 %	Students with Disabilities	9 %
Pacific Islander	0.35 %		

Average Class Size and Class Size Distribution (Elementary)

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.2	5	1		20.4	2	3		19.7	6		
1	19.8	5			20.1	6	1		18.5	6		
2	20.0	5			20.0	5	1		19.1	7		
3	20.0	4	1		19.3	6			19.8	6		
4	27.3		3		29.0		4		31.5		2	
5												
6												
K-3	18.0	2							18.0	1		
3-4												
4-8												
Other												

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Orangewood has a safety plan that was written and approved by the School Site Council. In the plan, it spells out what the responsibilities of each staff member during an emergency. The plan also spells out procedures to follow to ensure proper accounting and safety for the staff and students in the event of an actual emergency. In addition to the plan, Orangewood staff and students practice fire drill exits monthly and earthquake drills quarterly to ensure that all students and staff can exit the facilities in a safe, orderly manner in the event of a real emergency. There is a drum of emergencies supplies housed in the book room next to room 1, and each classroom has a bag with first aide and other emergencies supplies to have on hand. The plan is shared with staff and revised annually.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Edison School District and Orangewood School is committed to maintaining small class size at the primary level. All K-3<sup>rd</sup> grade classes are limited to no more than 20.4 students per class as an average for the school year. The smaller class size insures that each student gets more time with the teacher which benefits the student. At Orangewood School we utilize "Caught Being Good" slips to promote positive interactions and responsibilities of our students. Students can earn awards at semester for citizenship skills, attendance, honor roll, and most improved. Each month awards are given out in the classroom to students

that had perfect attendance for the entire month. The entire staff promotes a positive learning environment by stressing good citizenship skills and enforcing the rules set up by the staff. Classroom teachers model and recognize positive behaviors in the class and on the playground. Praise and recognition is given out by all staff members for positive interactions by students. The second – fourth grade classes record students who make “Honor Roll” (3.0-3.49 GPA) & “Principal's List” (3.5-4.0 GPA) and that information is submitted to the Bakersfield Californian. Those Lists are also sent home to the families and bumper stickers are awarded for achieving those lists. The fourth grade students can earn a “Gold Card” for earning a 4.0 GPA or a “Blue Card” for 3.5-3.9 GPA. These cards entitle those student to special privileges such being the first to get to go into the lunch room, going to recess a few minutes early, etc... At the end of the year there is a Principal's Party that is a fun time to celebrate good attendance and good behavior.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	6.3	9.2	8.6	14.5	6.9	21.9
Expulsions	0.0	0.0	0.0	0.3	0.0	0.0

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Orangewood Elementary School opened its door for students in 1955. The school site consist of 29 classrooms of which 15 are original classrooms and 15 portable classrooms that have been added as more students moved into the area and enrolled in Orangewood Elementary School. The district takes great care to ensure both schools are clean, safe, and functional. To assist in the evaluation of the school's facilities, the district uses the Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey was an overall rating of 100 percent.

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			

Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	27	29	28	52
Without Full Credential	0	1	2	3
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Many of the substitutes that Orangewood utilizes work exclusively for the Edison School District. Many are retired teachers who worked in the Edison School District and value the education process here at Orangewood School. On occasion we do refer to a list of qualified substitute teachers that is published by

the Kern County Superintendent of Schools. From that list we use only the best suited teachers to be substitutes for Orangewood students. Any substitute teacher that doesn't meet the necessary standards of the Edison School District is removed from the calling list and is no longer utilized.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Evaluation for all teachers at Orangewood Elementary School is an ongoing process. Evaluation takes many forms at Orangewood Elementary. Teachers are encouraged to evaluate their effectiveness at the end of each lesson. All probationary teachers with are evaluated by the site principal at least once every year. All teachers with 10 years or less experience are evaluated by the site principal at least once every other year. Teachers that have employed with the district for more then ten years, are deemed Highly Qualified, and last evaluations have them as meeting all the standards and exceeding in at least four standards on their last evaluation may be op-t to be evaluated every five years as long as the principal administrator agrees. The site principal goes into the class at various times and observes the teaching strategies of each teacher. When the principal has sufficient information, results are discussed with the teacher and a copy of the report goes into the district records. If the results are unsatisfactory the teacher will be placed into the Peer Assistance Review Program (PAR). PAR is a resource that teachers can use to strengthen their teaching skills. There are many opportunities for staff to get further trainings through district sponsored SIP days or outside conferences and workshops. The district encourages teachers to attend workshops and conferences and covers the expenses to equip the Orangewood teaching staff with new strategies and materials for instructing students. The Edison School District plans for three staff development days each year for the purpose of strengthening programs and skills of teachers.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of	Percent of Pupils Who Lack Their Own
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	Textbooks and Instructional Materials	Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good, Houghton-Mifflin (2003)	0%
Mathematics	Good, Saxon (2001)	0%
Science	Good, Harcourt (2000)	0%
History-Social Science	Good, McGraw-Hill (2006)	0%
Foreign Language	NA	NA
Health	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6803	\$1165	\$5638	\$44509
District	N/A	N/A	LEA Provided	\$46315
Percent Difference – School Site and District	N/A	N/A	LEA Provided	4%
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	LEA Provided	31%

The Edison School District and Orangewood School provide many services to the students it serves. All kindergarten through third grade classrooms at Orangewood are funded under "Federal Class Size Reduction" program and thus, have 20.4 or fewer students enrolled in each class as an average. Federal Class Size Reduction funds provide staff development for all kindergarten – third grade teachers at Orangewood. All kindergarten through third grade teachers are trained to utilize the Accelerated Literacy strategies and trained in the AB466 40 hour program for Houghton Mifflin LA. These trainings are given to each teacher so that each student can get the specific attention and instruction that he or she needs to be successful, and to provide each teacher the best training to implement our standards based LA program. These 40 hour training sessions will be offered over the next several years of that adoption or until each kindergarten – fourth grade teacher has received the training so as to apply those skills in conjunction with the new series. The training has embedded strategies that teachers can utilize with all students to meet them at their level of understanding and ability. Higher achieving students are given the Otis-Lennon IQ test to determine eligibility to participate in the Gifted and Talented Education (GATE) class. Students identified with the highest score are allowed to participate in this after school class. This class focuses on problem solving in mathematics and science. The students do special activities and have special privileges such as having access to the World Wide Web (under the direct supervision of the GATE teacher). The gate teacher also provides ideas/materials to help each classroom teacher meet the needs of their gifted students. Title 1 services are provided to students through direct instruction from trained Title 1 aides under the supervision of each classroom teacher. These aides work with every kindergarten student and each identified student in first, second, third and fourth grade classes. English Language Development is administered to our student population of English Language Learners in their regular classroom setting by four bilingual aides. The bilingual aides are directed by the classroom teachers and work on language development. All classroom teachers do a minimum of thirty minutes of language instruction to benefit all students. The Edison School District employs a psychologist that is shared by both schools to help determine what the needs are and strategies to help all students achieve. School Improvement Program (SIP) funds are used to provide training and instruction to the staff of

Orangewood. The library/computer lab at Orangewood is provided to the students with exciting books to read, a place to do research, and additional educational opportunities. During the school year many students are placed in "Homework Club" and "After School Tutoring" which is directed by credentialed teachers. These programs are designed to help student who have fallen behind catch up and provide an opportunity for others to have extra help on academics and homework. Orangewood students also receive Migrant services on campus during summer break and extended day. The district works with the Kern County Superintendent of Schools to serve these children and share many of the responsibilities and cost for these services. During summer break the Edison School District offers Summer School for students that need additional instruction and there is also an accelerated component for those that are moving at a faster pace.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district's 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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34000	\$38159
Mid-Range Teacher Salary	\$49436	\$59148
Highest Teacher Salary	\$63512	\$73514
Average Principal Salary (Elementary)	\$80890	\$91903
Average Principal Salary (Middle)	\$88606	\$95855
Average Principal Salary (High)	NA	NA
Superintendent Salary	\$108000	\$132994
Percent of Budget for Teacher Salaries	35.7 %	41.6 %
Percent of Budget for Administrative Salaries	5.4 %	5.9 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	24	27	25	22	27	23	40	42	43
Mathematics	44	45	34	36	36	30	38	40	40
Science				16	25	24	27	35	38
History-Social Science				14	16	18	32	33	33

### CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	22	34		
Pacific Islander				
White (not Hispanic)	35	35		
Male	21	32		
Female	30	37		
Economically Disadvantaged	21	34		
English Learners	17	26		
Students with Disabilities	4	9		
Students Receiving Migrant Education Services	16	19		

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	24	16	26	30	23	33	41	42	42
Mathematics	45	33	46	41	33	41	52	53	53

### NRT Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	28	50
Pacific Islander		
White (not Hispanic)	20	40
Male	17	38
Female	37	54

Economically Disadvantaged	23	41
English Learners	16	44
Students with Disabilities	*	*
Students Receiving Migrant Education Services	25	25

## IX. Accountability

### Academic Performance Index

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 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all 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 schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	3	3
Similar Schools	2	5	2

### API Changes by Student Group – Three-Year Comparison

This table displays by student group 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.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	25	8	-13	677
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	1	2	680
Pacific Islander				
White (not Hispanic)	6	17	-39	670
Socioeconomically Disadvantaged	26	10	-8	666
English Learners	N/A	-17	-1	670
Students with Disabilities	N/A			

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	NA	NA	NA	NA	NA	NA	3.2	3.1	3.5
Graduation Rate	NA	NA	NA	NA	NA	NA	85.3	85.0	83.0

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The School Site Council (SSC) is a directive body that steers the programs of Orangewood School. The leadership team is made up of administrators, staff, and parents who work together to promote learning and to provide lifelong success for Orangewood students. This body refers to current data and reports to steer the Orangewood School programs. The SSC tries to balance the needs of all students when considering the programs for the Orangewood student body. G.A.T.E., S.I.P., Title 1, English Language Development, and Special Education services are examples of such programs. Instruction is based on the California Standards. Grade level standards are looked at carefully in the purchase of textbooks and other support materials. In the Spring of 2001 the Orangewood staff selected a standards based Math program, and in the spring of 2002 the staff selected a standards based Language Arts series. In both cases the SSC approved of the selection of these materials and asked that the Edison School Board approve the purchase of both programs. Grade level meetings are held monthly and staff meetings are held twice each month where discussion about instruction and standards takes place to insure that every student is being exposed to the standards through curriculum and instruction. Safety nets are in place at Orangewood to catch the under achieving students and get them back on track. Orangewood utilizes the Student Success Team (SST) process to consider the needs of struggling students. Assessment, diagnoses and strategies are discussed to aide the student. Onsite after school programs are available to assist students in academic areas. Bus transportation is available to those who need it in order to participate in these after school programs.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Each school year the Edison School District provides three days of professional development training to strengthen the instructional strategies of the Orangewood teachers. In addition the district is very generous in its support of teachers seeking additional outside training. The Edison School District pays for outside conferences and workshops for Orangewood teachers who wish to seek additional training and strategies for teaching students. Staff meetings and grade level meetings are also utilized to improve classroom teaching strategies and classroom management. Mentors through PAR, BTSA and TRSSPP monies are hired to mentor to staff and thus effect student achievement.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,320	36,000
1	53,310	50,400
2	53,310	50,400
3	53,310	50,400
4	54,210	54,000

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2006-07 school year, 11 days were shortened school days. Three mini-minimum days were scheduled at the end of the first quarter, to allow time for the teachers and parents to meet and discuss student progress. The last school day preceding Thanksgiving Day, Winter Break, and Spring Break, were regular minimum days. The last three days of schools were mini-minimum days. There were no fog delays during the 2006-07 school year.