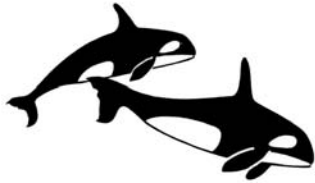


Academy

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://www.cde.ca.gov/ta/ac/sa/ap1/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	Academy of Performing Arts and Foreign Language	District Name	Victor Elementary
Street	14907 South Mojave Dr.	Phone Number	(760) 245-1691
City, State, Zip	Victorville , CA 92395-3952	Web Site	www.vesd.net
Phone Number	(760) 245-7961	Superintendent	Ralph Baker
Principal	Allan Miller	E-mail Address	
E-mail Address	amiller@vesd.net	CDS Code	36-67918-6118632

School Description and Mission Statement

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

The Academy is a school of choice that was established in response to an identified need through Strategic Planning to establish a quality performing arts and foreign language program. The Academy opened its doors in September of 1993 and shares a campus with Irwin School.

The Academy Mission Statement

All students will be at or above grade level in reading, writing, and mathematics as measured by results on state exams. In addition to core academics, The Academy will set high standards in music, production, and foreign language instruction.

Opportunities for Parental Involvement

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

- Site Council
- English Language Acquisition Committee (ELAC)
- Irwin Booster Club (ABC)
- Strategic Planning
- Parent Volunteering

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	58
Grade 1	62
Grade 2	61
Grade 3	66
Grade 4	64
Grade 5	70
Grade 6	67
Total Enrollment	448

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	11.38 %	White (not Hispanic)	52.46 %
American Indian or Alaska Native	0.89 %	Multiple or No Response	%
Asian	4.69 %	Socioeconomically Disadvantaged	23 %
Filipino	0.67 %	English Learners	3 %
Hispanic or Latino	29.24 %	Students with Disabilities	13 %
Pacific Islander	0.67 %		

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	29.0		2		30.5		2		29.0		2	
1												
2												
3	32.0		2		32.0		2		31.0		2	
4												
5												
6												
K-3	30.0		4		30.0		4		30.0		4	
3-4												
4-8	31.9		6	1	32.4		4	3	32.4		4	3
Other												

II. School Climate

School Safety Plan

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

The Academy has had its Comprehensive School Safety Plan in effect since May of 1998. The plan is updated yearly and includes sections devoted to:

- Comprehensive school safety plan matrix
- Assessment of school crime
- Disaster procedures, routine and emergency
- Policies on suspension, expulsion
- Notification to teachers pursuant to EC 49079
- A sexual harassment policy EC 212.6(b)
- Provisions of any school wide dress code EC 35183
- Visitor sign-in / out
- Safe and orderly school environment
- Rules and procedures pursuant to EC 35291/3529.5
- Hold public meetings EC 35294.8
- Bullying

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	4.8	6.0	2.5	9.9	11.8	9.7
Expulsions	0.0	0.0	0.0	0.0	0.3	0.2

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.

- Received the 2007 Five Star Award for safe and clean school facilities
- Modernized in 1994
- Safe and clean learning environment
- Twelve self-contained classrooms
- Average of six computers in each classroom with internet access
- Site-based computer network
- Classroom television access

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.

DATE OF LAST INSPECTION: November 15, 2007

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		Work Order – December 2007
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness				

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.

DATE OF LAST INSPECTION: 11/15/07

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	19	20	20	487
Without Full Credential	1	0	0	15
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	98.8	1.2
High-Poverty Schools in District	97.8	2.2
Low-Poverty Schools in District	100.0	0.0

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	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Victor Elementary School District held a Public Hearing on October 3, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including Special Education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin adopted 2003	0
Mathematics	Houghton-Mifflin adopted 2002	0
Science	Scott-Forseman K-5 adopted 2007 McGraw-Hill 6 adopted 2007	0
History-Social Science	Harcourt Brace K-6 adopted 2000 McGraw-Hill K-6 adopted 2000	0

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	\$6,899.80	\$1,584.05	\$5,315.75	\$68,742.93
District	N/A	N/A	\$5,114.57	\$65090
Percent Difference – School Site and District	N/A	N/A	4%	5%
State	N/A	N/A	\$4943	\$61005
Percent Difference – School Site and State	N/A	N/A	7%	11%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Services funded through the District budget are as follows:

- District administration
- Instructional support
- Maintenance & operations
- Transportation
- Instruction
- School site administration
- Facilities
- Food

In addition to general funding, site funds are used for:

- After school tutoring
- Student Study Team (SST)
- Summer school
- Gifted and Talented program (GATE)
- Basketball tournaments for grades 5-6
- Title I bilingual aide
- Media clerk
- Computer software
- Educational fieldtrips
- Student recognition
- Staff development
- Books
- GATE
- Computer software
- Music program

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	\$40251	\$39984
Mid-Range Teacher Salary	\$60315	\$63798
Highest Teacher Salary	\$83326	\$79204
Average Principal Salary (Elementary)	\$103616	\$99820
Average Principal Salary (Middle)	\$	\$102340
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$185000	\$158484
Percent of Budget for Teacher Salaries	46.5 %	43.0 %
Percent of Budget for Administrative Salaries	4.4 %	5.4 %

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	60	66	63	39	40	41	40	42	43
Mathematics	61	64	64	47	47	50	38	40	40
Science	41	24	67	21	27	35	27	35	38
History-Social Science							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	41	47	*	
American Indian or Alaska Native	*	*	*	
Asian	60	60	*	
Filipino	*	*		
Hispanic or Latino	61	60	62	
Pacific Islander	*	*		
White (not Hispanic)	68	69	75	
Male	57	64	61	
Female	67	63	73	
Economically Disadvantaged	38	39	56	
English Learners	*	*	*	
Students with Disabilities	57	46	*	
Students Receiving Migrant Education Services				

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	59	68	64	37	35	35	41	42	42
Mathematics	67	76	75	52	50	51	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	73	73
Pacific Islander	*	*
White (not Hispanic)	63	76
Male	63	79
Female	64	73
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	55	73
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	30.90

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	9	8	8
Similar Schools	8	8	7

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	13	6	-4	836
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	5	31	6	826
Pacific Islander				
White (not Hispanic)	15	-10	0	850
Socioeconomically Disadvantaged	4	-11	22	766
English Learners	N/A			
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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	17.6