

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

WILLIAM BROOKS – 2009-10

OUR SCHOOL

At William Brooks School (K-5), we provide a strong academic program which challenges and supports student learning. We encourage students to develop leadership skills and responsibility to seek lifelong learning, to cooperate with others, and provide community service. Students are also encouraged to actively participate in school activities such as various sports, clubs, Talent Show, band, and choir. School attendance is promoted through regular spirit days, Red Ribbon Week activities, and annual curriculum-based special events in all grade levels.

We are proud of the educational program at William Brooks because it is working well for students and their families. A primary reason for our success is the high degree of parent involvement and support. Many parents donate their time and resources each day. The Parent Teacher Association (P.T.A.) is very active in planning and carrying out events, enrichment activities, and fund raising. P.T.A. support has supplemented the school site budget by providing funds for classroom materials, P.E. equipment, library books, and assemblies. Parents serving on the School Site Council are actively involved with staff in reviewing curriculum and recommending improvement actions for the school program. Parent participation and support is a strength and asset to our school.

INSTRUCTIONAL PROGRAM

Continuous improvement of our instructional programs is accomplished by grade level team collaboration, our school site Single Plan for Student Achievement, and district curriculum committees. William Brooks School is committed to providing an educational experience in which every child can meet or exceed state standards in all curricular areas. Our areas of focus are mathematics, reading, writing, and technology. Our goal is to provide the students with a balanced math program that addresses problem-solving, computational and procedure skills, mathematical reasoning, and conceptual knowledge. We have worked to align assessments to standards, establish pacing guides, and improve instructional practices. A number of our teachers have been trained using Robert Marzano’s research in Classroom Instruction That Works and DMI (Developing Mathematical Ideas). In the area of reading, we are currently focusing on how to differentiate curriculum in order to meet all students’ needs through sound assessment, prescriptive instructional strategies, and the use of our adopted series, Houghton Mifflin. The area of writing is a focus every year. Every grade level has been trained and is currently implementing strategies from the

“Step up to Writing” program. In the area of technology, every grade level has technology standards that are met through project-based instruction and direct instruction. We are currently refining the implementation of the library and media concept, which integrates the use of the library and the technology lab to do research and produce multi-media projects in 4th and 5th grade.

Buckeye School District has adopted content and performance standards in language arts, mathematics, history/social science, and science. State assessments are given in the spring, and district-wide assessments are administered throughout the school year.

Teachers integrate the curriculum to build meaningful connections in student learning. Teachers do this because students learn more readily when they understand and see the relationships between curriculum areas.

All students at William Brooks School are provided equal access to the core curriculum. Students who are having difficulty are provided remediation plans, small group instruction, and differentiated instruction in the classroom. Our RSP/SDC teachers provide services for students with special needs. Students with special needs are mainstreamed into the regular education classroom as much as possible. We also utilize our school-based program to assist students who are having difficulty meeting standards.

Through the work of our District Steering Committee, performance standards and assessment tools have been developed using State Standards and the State Frameworks. Standards clearly define what students at each grade level should know and be able to do. Student progress on standards is communicated through the report card and parent conferences. Curriculum committees also conduct an extensive review to select texts and materials that teach to these standards. It is our commitment to provide students with high quality and state approved textbooks. Students at every grade level are provided with at least one language arts, science, social science, and mathematics textbook per student. Curriculum areas are summarized below and on the following page.

Language Arts: We use a balanced literacy approach to teach the skills of listening, speaking, reading, and writing. Students learn to read through direct instruction and step-by-step strategies. Students learn communication skills by listening, reading, and seeing good literature. Basic language skills, daily writing, reading, spelling, and phonics are part of our language arts program. Teacher-selected core literature books and activities have been purchased in addition to reading texts (grades 1-5). Zoophonics is used to

*Y-H-NZM300 RCO 0-H-TROPER FACZZA*Y-H-NZM300 RCO 0-H-TROPER FACZZA*Y-H-NZM300 RCO 0-H-TROPER FACZZA

H-O-NR 00E2N-Y-H-NZM300 RCO 0-H-TROPER FACZZA*Y-H-NZM300 RCO 0-H-TROPER FACZZA*Y-H-NZM300 RCO 0-H-TROPER FACZZA

supplement the teaching of letters and sounds along with our adopted series. We are currently implementing the state-adopted Houghton Mifflin reading program K-5. We also supplement our reading program with Accelerated Reader for comprehension instruction and Read Naturally for fluency. We teach students to proofread and correct their writing to produce a polished final product using strategies from “Step Up to Writing.” Daily Oral Language by Houghton Mifflin, the spelling programs by McDougal Littell and Mountain Language are included in the language arts program.

Math: Our goal is to provide a balanced curriculum, which includes basic skills instruction and understanding of mathematical concepts. The district adopted the Houghton Mifflin math program in 2008. Houghton Mifflin math is aligned with state standards and has many components. Students review math concepts and skills with “daily tune-ups.” We use supplemental materials to meet math standards and skills, such as MathSteps, Mountain Math, and an Individualized Math Program. Supplemental problem solving materials are used one or more times a week. A committee of teachers developed assessments that guide our instruction. The majority of our teachers at Brooks have been trained in “Developing Mathematical Ideas.”

Science: Science is taught through the use of our recently adopted materials from Pearson Scott Foresman. This material includes experiments for each grade level. Staff members have also assembled science resource boxes to be shared among classrooms. We also have an outdoor Life Lab garden. Science is the focus of field trips for 5th graders.

Social Studies/History: We try to make social studies and history come alive through projects, activities, and field trips. Curriculum materials are designed to help students recognize the connection between the past and the present. Social studies is integrated throughout the curriculum and enhanced with field trips. Fourth grade students participate in a living history program at the Coloma Outdoor Discovery School to extend the history/social science program. This program helps students understand and appreciate history. We have history/social science benchmarks that are aligned with state standards on our report cards. We use Harcourt for grades K-3 and Scott Foresman for grades 4-5.

Visual and Performing Arts Curriculum: Brooks has a music specialist who teaches classroom music to 1st-5th grade students. Instrumental music instruction is available beginning in the fourth grade. Brooks also has a choir for grades 2-5. Teachers have developed a collection of artists’ works and background materials to teach visual arts. Teachers also have a large collection of art materials available to do projects. Parents have been trained and volunteer as art docents and conduct art lessons at every grade level in every classroom. Students hold an annual art show and participate in many informal drama activities throughout the year.

Physical Education: A physical education specialist provides P.E. instruction twice a week for 1st-5th grade students. The specialist works with classroom teachers to offer a well-defined curriculum. The focus is on developing motor skills and movement exploration for grades 1-3, and the introduction of team sports for grades 4-5. A 20-minute, school-wide walk program is done weekly. Third-fifth graders may participate in an extracurricular cross-country running program.

Health: The classroom and physical education teachers teach health with assistance from the school nurse and counselor. The district has adopted a substance abuse and character education program called Positive Action. At this time the counselor and teachers teach lessons on character education and healthy choices through the Positive Action Program.

Technology: Our technology goal is to provide maximum student access to the technology available at Brooks School. The site technology committee has a plan for the next two years. Every classroom currently has at least four PCs and all have Internet access. We have six computers with Internet access and e-mail in the library. Our new computer lab has 35 PCs available for students. In the technology lab we utilize a curriculum that uses project-based learning to teach technology and information literacy standards. Teachers have been provided training on the use of technology. The district has three computer technicians to support technology at schools. As of the 2009-10 school year, we are aligned with Intel Corporation to provide the PC Pal program for our 4th grade students.

ENCOURAGING LEARNING

The focus at William Brooks School is on student learning. We encourage students to do their personal best. Students are recognized for good behavior with Bear Paws. Students are given many opportunities for recognition. There are presentations for recognizing effort and achievement in academics, sports, and citizenship. Students in the upper grades with a grade point average of 3.5 or higher receive the Golden Bear Achievement Award.

We encourage students to participate in extra-curricular and special programs such as yearbook, school newspaper, chess club, choral and instrumental music, talent show, and sports. Students also have many opportunities to participate in countywide competitions, such as the Spelling Bee and Oral Interpretation. We have clear expectations for student behavior and communicate regularly with students and their parents about student behavior.

CURRICULUM GOALS

The School Site Council, with parent and staff representatives, carries out our School Plan for Student Achievement. The School Site Council conducts an annual parent survey and self-study that includes information from

classroom observations, teacher and parent surveys, and discussions with teachers.

The School Site Council sets goals each year using recommendations from on-site evaluations and state and district student achievement data. The staff and SSC have action plans to carry out for language arts and math. Progress toward instructional goals is reviewed periodically at SSC monthly meetings.

Statistical data regarding student achievement, school facilities, teachers, textbooks, class size, and enrollment may be found on the following pages.

SUPPORT SERVICES

A variety of teaching strategies and materials are used to meet the needs of individual students. Assignments are designed to challenge students to achieve.

GATE - (Gifted and Talented Education) Teachers have been trained to differentiate their curriculum to challenge GATE students on a frequent basis. Supplementary opportunities occur throughout the school year both during and after school to provide students with experiences beyond the classroom in art, science, oral interpretation, as well as the Renzulli Learning System for 4th and 5th graders.

School Counselor - two days/week

Special Education Classes - Resource Specialist/Special Day Class (SDC) Learning Center - (1 FTE); SDC – (1 FTE).

Nursing Services - Health Clerk (3 hours each day), District Nurse (.5 day/week)

Psychologist - (1 day/week)

Speech and Language Specialist - (4 days/week)

Library/Computer Lab – The library is open six hours/day. The Library Associate is supported by parent volunteers each day and the District Librarian (1 day/month). We are currently working on a Library Media concept. Research projects are completed which integrate information literacy with technology standards. This is done in collaboration with the library associate.

SCHOOL STATISTICS

Suspensions: 0.6% (08-09), 1.6% (07-08), 1.6% (06/07)

Expulsions: 0 (08-09), 0 (07-08), 0 (06/07)

School Days: 180

Inservice Days: 3 (09/10), 3 (08/09), 3 (07/08)

William Brooks School is one of seven schools in the Buckeye Union School District. This report was prepared with assistance from the School Site Council. For further information on William Brooks School, please contact the Principal, Kathi Jensen, at (916) 933-6618 or (530) 677-2875. For more information on the Buckeye School District, contact the Superintendent, Teresa M. Wenig, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183. Our website address is <http://buckeyeusd.org>

STUDENT PERFORMANCE

Student performance is the highest priority in the Buckeye Union School District. The district developed a comprehensive assessment and accountability plan to ensure that information on student performance is used to continuously improve the instructional program and to communicate with parents about their child’s achievement.

The Buckeye School District has adopted standards for English/language arts, mathematics, history/social studies, science, and are adding standards in other curriculum areas over the coming years. We use information from the STAR standardized test, and district developed assessments to determine whether each student is performing below, at, or above grade level standards. Parents are notified about their child’s performance relative to district/state standards for English/ language arts, mathematics, science, and social science. The district report card is based on standards.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	73	75	79	69	71	75	43	46	50
Mathematics	79	85	84	69	72	74	40	43	46
Science	66	76	81	67	78	79	38	46	50
History-Social Science	0	0	0	70	68	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	93	96	*	
Filipino	*	*	*	
Hispanic or Latino	73	85	*	
Pacific Islander	*	*	*	
White (not Hispanic)	80	84	86	
Male	80	86	80	
Female	78	83	81	
Economically Disadvantaged	56	55	*	
English Learners	44	72	*	
Students with Disabilities	38	48	*	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	10	10
Similar Schools	5	8	8

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	9	1	11	907
White (not Hispanic)	7	11	8	911

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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	
Percent of Schools Currently in Program Improvement	N/A	

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.4	27.0	48.3

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 and English language learners 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 (Outside Source).

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. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at 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
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

SCHOOL FACILITIES AND SAFETY

Brooks School has adequate facilities and space for increased student enrollment. Approximately ten classrooms and the office building were modernized in the summer of 2001. Through efforts such as modernization, beautification plans, a daily cleaning program by custodial staff, and monthly maintenance programs, the condition of rest rooms, floors, plumbing, electrical systems, and grounds have been upgraded, cleaned, and are well maintained.

In November 2006, a district bond measure, Measure K, was supported by voters. In the near future, all sites will benefit from this measure. There will be technology upgrades and additional improvements to assure that there are equal program options at all sites in the district. In 2008, ten classrooms were equipped with Promethean Boards and all classes were equipped with Document cameras and Elmos. By August of 2009, 12 classrooms will be modernized, the gym will be modernized and equipped with kitchen facilities, and the computer lab will be expanded.

William Brooks School’s safety plan consists of comprehensive emergency procedures for various situations. The site continues to address safety issues and does regular drills in order to be prepared for emergencies. The safety plan also addresses a safe school climate, plans, and activities that comply with state mandates. The School Safety Plan is updated every spring to ensure safety, cleanliness, and to update emergency procedures. This process has been very successful.

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

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Good				

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	26	26	255
Without Full Credential	0	0	0	6
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	2007-08	2008-09	2009-10
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 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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		
Low-Poverty Schools in District	100.0	0.0

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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 Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin, K-5.	0
Mathematics	Houghton Mifflin (2008).	0
Science	Pearson Scott Foresman (2007).	0
History-Social Science	Harcourt, grades K-3, (2006); Scott Foresman, grades 4-5, (2006).	0
Health	Positive Action Program.	NA
Visual and Performing Arts	--	NA

CLASS SIZE AND ENROLLMENT

At Brooks School we recognize the advantage of keeping class sizes as low as possible to provide the best instruction

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	2006-07				2007-08				2008-09			
	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	19.5	4			21.5		4		20.0	4		
1	19.3	3			19.3	4			20.0	4		
2	18.5	4			19.3	4			19.3	4		
3	20.3	3	1		20.3	3	1		20.5	2	2	
4	29.0		3		28.5		4		31.5		2	
5	31.3		4		29.7		3		32.0		2	
K-3	20.0	1							20.0	1		
4-8									30.0		2	

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	93
Grade 2	78
Grade 3	84
Grade 4	77
Grade 5	87
Total Enrollment	507

Student Enrollment by Group (School Year 2008-09)

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
African American	0.99 %
American Indian or Alaska Native	0.59 %
Asian	6.90 %
Filipino	1.97 %
Hispanic or Latino	7.89 %
Pacific Islander	0.59 %
White (not Hispanic)	78.11 %
Multiple or No Response	2.96 %
Socioeconomically Disadvantaged	12.00 %
English Learners	6.00 %
Students with Disabilities	9.00 %

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,388	\$1,347	\$6,041	\$60,397
District	\$7,032	\$1,349	\$5,683	\$61,726
Percent Difference – School Site and District	5%	0	6%	-2%
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	9%	-5%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,015	\$41,031
Mid-Range Teacher Salary	\$58,930	\$63,366
Highest Teacher Salary	\$78,196	\$80,596
Average Principal Salary (Elementary)	\$99,684	\$100,937
Average Principal Salary (Middle)	\$104,955	\$105,066
Superintendent Salary	\$150,000	\$147,438
Percent of Budget for Teacher Salaries	44.20 %	40.60 %
Percent of Budget for Administrative Salaries	5.40 %	6.10 %