

Tremont Elementary

2012 - 2013 School Accountability Report

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Principal

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Dixon, CA
95620

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Dixon Unified
School District

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Mission Statement

Tremont School is a place where every child learns and every adult makes a difference.

School Enrollment by Ethnic Group 2012 - 2013

<u>Percentages</u>	
African American	1 %
American Indian	0 %
Asian	1 %
Filipino	1 %
Hispanic or Latino	46.9 %
Pacific Islander	.01%
White	43.8 %
Two or More	3%
None Reported	*

School Profile

Tremont Elementary School is located in Dixon, a small town of 18,000 in northern Solano County. Tremont's enrollment is 610 students with the following ethnicities: 43.8% White; 46.9% Hispanic; 1% African American; 1% Asian; 1% Filipino. The population reflects a wide range of socio-economic levels with a preponderance of students fitting in the middle.

All students attending Tremont School are challenged academically and supported to excel academically and socially. All staff members are fully committed to working as a team to develop optimal learning environments and to ensure all students will reach their full academic potential.

Teachers, parents, and administrators work hand in hand in order to provide the best possible education for our college bound students. The expectation is that all students will reach or exceed grade level standard mastery and be prepared to embark on a lifelong journey towards academic excellence. There are no limits to what our students can achieve; there are only endless possibilities.

Parental Involvement

Tremont values and includes all stakeholders in the educational process. At school, parent participation is active and a key component of our culture. Parents can volunteer in many ways, including volunteering in the classroom, attending parent education classes, organizing and assisting in daily school activities and participating in committees. The Tremont Site Council and Parents' Association invite parent involvement in school planning and activities. The Site Council helps to plan and evaluate the overall school program and approves yearly budget expenditures. Our English Language Advisory Committee assists in the planning and support of our English Language Learners. The Parents' Association raises thousands of dollars for school use each year. Parent volunteers man other fundraising opportunities such as Book Fairs, Family Fun Nights, school beautification efforts and our Fall Festival. Our teachers provide a Tremont Parents' Club (TPC), where once a month parents can learn how support their child within all academic areas. Monthly Coffee with the Principal and weekly newsletters ensure that parents are informed of all activities available for their participation.

School Safety

In time of disaster or crisis, our main purpose is to safeguard our students from physical and emotional harm as much as possible. In an emergency situation, panic can be one of the greatest dangers to students. An informed, professional staff can help allay the fears which bring about this panic. All school staff members are familiar with the school's emergency response plan and are responsible for training students in the emergency procedures. Prevention strategies at Gretchen Higgins include the posted reminder for all visitors to sign in at the office, the use of visitor's badges, and sign-in sheets for all volunteers. A Drop, Evacuation, or Lockdown drill is held at least once a month, and may occur at any time of the school day. Parents are made aware annually that, in a crisis, school will likely remain open and the school has a plan to care for their children until it is appropriate for them to be picked up. Emergency and first aid supplies are available in designated locations and are checked and replaced annually. During a disaster, staff will remain on duty as needed.

Suspensions & Expulsions

Total number of at-home suspensions divided by total number of students accounted in CBEDS for 2012-13

	School			District		
	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
Suspension Rate	.2	5.6	4.5	14.0	9.5	10.0
Expulsion Rate	.001	0	0	.5	.5	1.0

School Facilities

Tremont is a 21 year old school that meets all state requirements on a school facility. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning standards done by the custodial, the district schedules a thorough deep cleaning of classrooms on a regular basis. All classrooms/spaces have internet access and phones.

Date of last inspection: February 2013

Items Inspected	Facilities Status			Remedial Actions
	Good	Fair	Poor	
Systems (Gas,Leaks,Mech/HVAC,Sewer)	x			
Interior Surfaces	x			
Cleanliness (Overall Cleanliness, Pest Control)	x			
Electrical		x		
Bathrooms/Fountains	x			
Safety (Fire Safety, Hazardous Materials)	x			
External Windows,Grounds,Gates,Fences	x			

Average Class Size and Class Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each category

Subject	<u>2012 - 2013</u>			
	Avg. Class Size	1-20	21-32	33+
Kindergarten	29.6	0	3	
Grade 1	31	0	3	
Grade 2	30	0	3	
Grade 3	28.6	0	3	
Grade 4	31	0	3	
Grade 5	32.6	0	3	
Grade 6	31.3	0	3	

Student Enrollment by Grade

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

2012-2013			
Kindergarten	89	Grade 8	--
Grade 1	93	Ungraded Elementary	--
Grade 2	90	Grade 9	--
Grade 3	86	Grade 10	--
Grade 4	93	Grade 11	--
Grade 5	98	Grade 12	--
Grade 6	94	Ungraded Secondary	--
Grade 7	--	Total Enrollment	643

Curriculum & Instructional Materials

All English Language Arts classes have current state adopted textbooks and materials (MacMillan/McGraw, 2011). In Mathematics all classes have current state approved textbooks and materials (Houghton Mifflin/McDougal Littel). Science classes have current state adopted textbooks and materials (Harcourt/Holt). History-Social Science classes have current (9/06) state adopted textbooks and materials (Harcourt). Quality of all materials is reviewed annually and replacements are ordered. All classes have sufficient materials and reviewed annually to reach compliance with the Williams Act.

Subject Area	Textbook Title/Publisher	Year of Adoption	% Lacking
English Language Arts	Macmillan/McGraw	2011-12	0
Mathematics	Houghton Mifflin/McDougal	2003-04	0
History/Social Science	Harcourt	2006-07	0
Science	Holt	2007-08	0
Other	N/A	N/A	N/A

Most recent SBE or LEA Approved Instructional Materials Yes

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.

	2011	School 2012	2013	District 2013
Fully Credentialed	29	29	29	168
Without Full Credentials	0	0	0	0
Teaching Outside Subject	0	0	0	0

Teacher Assignment

Indicators	2011	School 2012	2013
Vacant Teacher Positions	0	0	0
Misassignments of English Teachers	0	0	0
Total Teacher Misassignments	0	0	0

Physical Fitness

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only.

District Wide Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	n/a	n/a	n/a
9	n/a	n/a	n/a

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement if they do not make AYP for two consecutive years in the same content area (ELA/Math) or the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year they do not make AYP. Detailed information about PI identification can be found at the CDE AYP web page: www.cde.ca.gov/ta/ac/ay.

Indicators	School	District
Program Improvement Status	N/A	PI 4
First Year of Program Improvement	N/A	2008-09
Number is Schools in Program Improvement	N/A	3

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2012-13 School Year)

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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Taught by NCLB Teachers	Taught by Non-NCLB Teachers
This School	100%	0 %
All Schools in District	100%	0%
High Poverty Schools in District	100 %	0%
Low-Poverty Schools in District	--	--

Professional Development

Indicator	Professional Development		
	<u>2011</u>	<u>2012</u>	<u>2013</u>
Number of school days dedicated to staff development	0	1	1

API Index Ranks - Three Year Comparison

API is an annual measure of the academic performance and progress of California school.

<http://dq.cde.ca.gov/dataquest/>

API Results	<u>2011</u>	<u>2012</u>	<u>2013</u>
Statewide	4	5	5
Similar Schools	1	1	2

Counselors, and Support Staff – 2013

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	Average Students Per Counselor
Academic Counselor		
Counselor (social behavior)		643
Librarian	.33	
Library Staff		
Psychologist	1.0	
Social Worker		
Nurse		
Speech	1.5	
Language/Hearing Resource Specialist	2.0	
Other		

API by Student Group - Growth Comparison

<http://www.cde.ca.gov/ta/ac/ap/>

Group	School	2012-13 Growth API	
		District	State
All Students	796	748	756
Black or African American	--	696	667
American Indian/Alaskan	--	--	721
Asian	--	835	876
Filipino	--	813	834
Hispanic or Latino	750	700	709
Pacific Islander	--	--	736
White (Not Hispanic)	841	813	819
Two or More Races	834	784	--
Socioeconomically Disadvantaged	747	703	710
English Learners	723	647	662
Students with Disabilities	571	521	530

API Growth by Student Group

Group	Actual Change		
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
All Students	14	12	-7
Black or African American	--	--	--
American Indian/Alaskan	--	--	--
Asian	-	--	--
Filipino	--	--	--
Hispanic or Latino	3	15	5
Pacific Islander	--	--	--
White (Not Hispanic)	25	5	-6
Two or More Races	--	--	--
Socioeconomically Disadvantaged	19	17	18
English Learners	-9	26	16
Students with Disabilities	--	--	--

Adequate Yearly Progress

The NCLB requires that all schools and districts meet the following AYP criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts 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 regarding AYP can be found at www.cde.ca.gov/ta/ac/ay/

	AYP Criteria	School	District
Overall			
Participation Rate – ELA	Yes	100%	100%
Participation – Math	Yes	100%	99%
Percent Proficient – ELA	No	56.9%	47.6%
Percent Proficient – Math	No	60.7%	54.9%
API	No	-7	-10
Graduation Rate		--	80.5%

Standardized Testing and Reporting Results for All Students – Three Year Comparison

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's 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 nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment 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 or modifications of the CMA with 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 at <http://star.cde.ca.gov>.

Subject	California Standards Test			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English Language Arts	53.5%	57.4%	56.9%	50.0%	50.4%	47.6%	54.4%	57.2%	56.6%
Mathematics	62.2%	60.9%	60.7%	44.3%	45.3%	54.9%	50.4%	51.5%	59.5%
Science	38.0%	44.6%	44.0%	49.7%	49.7%	49.1%	57.0%	59.5%	57.0%
History-Social Science	--	--	--	41.6%	41.6%	42.7%	47.7%	48.8%	49.3%

*Scores are not shown when the number of students tested is 10 or less.

Standardized Testing and Reporting by Student Group -2013

Percentage of Students Scoring at Proficient or Advanced Level	English Language-Arts	Mathematics
All Students in District	47.6%	54.9%
All Students at School	56.9%	60.7%
Black or African American	--	%
American Indian or Alaskan Native	--	%
Asian	--	%
Filipino	--	%
Hispanic or Latino	46.0%	49.0%
Pacific Islander	--	%
White (Not Hispanic)	66.7%	72.6%
Two or More Races	75.0%	62.5%

**School Expenditures:
Per Pupil and School Site Teacher Salaries - 2013**

	Expenditures Per Pupil	Per Pupil (supplemental)	Per Pupil (basic)	Average Teacher Salary
School	\$3569	\$99	\$3,470	
District			\$7,218	\$62,008.00
State			\$8,323.00	\$68,531.00

**Teacher and Support Staff:
Expenditures Per Pupil and Site Teacher Salaries - 2013**

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site, district and state levels.

Range	District	State Average for Districts in the Same Category
Beginning	\$36,495	\$38,578
Mid-Range	\$55,593	\$59,799
Highest	\$74,377	\$74,044
Average Elementary Principal	\$92,465	\$95,442
Average Middle Principal	\$99,328	\$98,080
Average High Principal	\$105,376	\$106,787
Superintendent Salary	\$181,627	\$ 150,595
Percent of Budget for Teacher Salaries	41.56%	37.14%
Percent of Budget for Administrative Salaries	7.69%	5.93%

Data Access

DataQuest:

DataQuest is an search engine located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, county and the state. DataQuest allows parents and community members to access accountability reports such as; API, AYP, test data, enrollment, graduates, course enrollments, staffing and data pertaining to English Learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.