

**School Accountability Report Card
School Year 2008-09**

Published with data from 2007-08 except where noted

Dataquest: DataQuest is an online resource that contains additional information about this school and comparisons to other schools in the district and state. DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. The website for DataQuest is <http://dq.cde.ca.gov/dataquest/>

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 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.

Woodsboro Elementary

7575 Woodsboro Ave.

Anaheim, CA 92807

714-970-2474

Principal: Phil Hergenreder

Website: www.woodsboro.org

E-mail: phergenreder@pylusd.org

District Information

Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue, Placentia, CA 92870

Superintendent Dennis Smith, Ed.D.

(714) 996-2550 * www.pylusd.org

Grades: K-6

School Mascot: Honeybee

School Colors: Black and Yellow

School Description: Woodsboro Elementary School, home of the "Honeybees", has served the community with distinction since opening its doors to students in 1977. There are currently 518 students, kindergarten through sixth grade, enrolled in the school. Students are provided a comprehensive, challenging, standards-aligned curriculum, which includes reading, language arts, mathematics, history/social science, science, visual and performing arts, physical education, and health. A computer lab, computers in classrooms, and a library/media center offer additional opportunities for our students. Forty-two full or part time staff members support the continuum of educational programs available to all students, which includes sixteen regular education classes, three GATE magnet classes, and one special day class. Approximately nine percent of Woodsboro students are English Language Learners who are provided instructional assistance by a part time specialist. On-site day care is available.

School Mission: It is the mission of Woodsboro Elementary School to provide a high quality educational program that encompasses challenging state content standards, encourages the mastery of basic skills, facilitates the use of technology, and fosters the development of critical thinking and effective communication in all students. In an environment where caring and responsible citizenship is modeled and taught, it is our fundamental goal to instill in all students a desire for life-long learning.

Opportunities for Parent Involvement:

Parent involvement is an integral part of the school program at Woodsboro and the cornerstone of the strong sense of pride that exists in our community. Parents participate in many different ways including serving on School Site Council, PTA, English Language Advisory Committee, Sixth Grade Booster Committee, and as classroom volunteers. The PTA supports educational programs by providing funds for assemblies, field trips, classroom supplies, and enrichment programs such as the school play and primary vocal music. Woodsboro encourages parent participation through newsletter articles, brochures listing volunteer opportunities, and parent teas to welcome new families. Some of the special activities that parents help organize include class parties, a school play, sixth grade promotion, Book Fair, picture days, Red Ribbon Week, and Fun Day. Maria Kline serves as the PTA President and can be contacted at 714-970-2474 ext. 7004.

School Safety Plan:

A comprehensive Safe School Plan has been developed and is reviewed and updated annually by the School Safety Planning Committee. Two areas of emphasis for this plan are addressed in the following goals: Component 1 – to ensure that all students and staff members are provided with a safe, clean and secure school environment; Component 2 – to further develop an organizational structure that creates a consistent, safe, proactive, and positive climate on our school campus. Repairs and housekeeping are performed in a timely manner to ensure that buildings and grounds are safe and attractive. Fire drills are held monthly and two Duck, Cover and Hold drills are conducted each semester. A school wide Disaster Preparedness Plan is in place and procedures, including lockdown, are reviewed each fall with all staff.

I. Students**Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	41
Grade 1	65
Grade 2	63
Grade 3	71
Grade 4	97
Grade 5	93
Grade 6	93
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	523

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	0.76 %
American Indian or Alaska Native	0.19 %
Asian	13.19 %
Filipino	1.15 %
Hispanic or Latino	18.55 %
Pacific Islander	%
White (not Hispanic)	63.48 %
Multiple or No Response	2.68 %
Socioeconomically Disadvantaged	14 %
English Learners	9 %
Students with Disabilities	9 %

Average Class Size and Distribution

Grade Level	2005-06				2006-07				2007-08			
	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	24.0		2		29.0		2		20.5	1	1	
1	21.3	1	2		19.0	3			19.0	3		
2	19.5	4			19.5	2			17.0	2		
3	26.0		1		30.0		2		30.5		2	
4	28.0		1	1	33.5		1	1	32.5		1	1
5	32.4	1		4	28.5		4		35.7			3
6	33.0		2	1	31.8		2	2	33.5			2
K-3					20.0	2			20.0	2		
3-4	27.0		2		31.0		1					
4-8	35.0			1					35.5			2
Other												

II. Staff

Staff Development Days (Last Three Years By Year):

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	26	23	1109
Without Full Credential	0	0	0	31
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A
Indicator	2006-07	2007-08	2008-09	

Misassignments of Teachers of English Learners	LEA Provided	LEA Provided	LEA Provided
Total Teacher Misassignments	LEA Provided	LEA Provided	LEA Provided
Vacant Teacher Positions	LEA Provided	LEA Provided	LEA Provided

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	97.4	2.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	97.6	2.4

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

III. Curriculum and Instructional Materials

Quality, Currency and Availability of Textbooks

Every student in the Placentia-Yorba Linda Unified School District is provided with a textbook and required instructional materials in each of the core curricular subjects.

Core Curriculum Areas	Percent of Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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.

Date of certification of instructional materials: September 16, 2008

Core Curriculum Area	Quality, Currency, and Availability of Textbooks	Percent of Pupils Who Lack Their
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	and Instructional Materials	Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100% of students have standards-aligned, State adopted textbooks and instructional materials in Reading and Language Arts.	0%
Mathematics	100% of students have standards-aligned, State adopted textbooks and instructional materials in Mathematics.	0%
Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in Science.	0%
History-Social Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in History/Social Science.	0%
Foreign Language	100% of students have standards-aligned instructional materials in Foreign Language.	0%
Health	100% of students have standards-aligned, instructional materials in Health.	0%
Visual and Performing Arts	100% of students have access to standards-aligned instructional materials in Visual and Performing Arts.	0%
Science Laboratory Equipment (grades 9-12)	100% of students have access to hands-on, standards-aligned equipment for science.	0%

IV. Test Scores – Student Performance and Accountability

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	66	72	69	59	60	62	42	43	46
Mathematics	75	75	77	61	60	62	40	40	43
Science	60	69	63	53	56	63	35	38	46
History-Social Science				52	50	52	33	33	36

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.

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	95	98	10	
Filipino	*	*	*	
Hispanic or Latino	45	51	23	
Pacific Islander	*	*		
White (not Hispanic)	71	80	60	
Male	68	81	61	
Female	69	72	64	
Economically Disadvantaged	41	48	6	
English Learners	38	42	*	
Students with Disabilities	20	40	*	
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	33
7	0
9	0

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.

X. 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 [API](#) Web page.

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	2005	2006	2007
Statewide	9	9	10
Similar Schools	4	1	4

- "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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** 6097000
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-2	15	-10	885
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			-20	769
Pacific Islander				
White (not Hispanic)	-1	19	-6	891
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

- "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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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 [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	3
Percent of Schools Currently in Program Improvement	N/A	9.4

V. Other Data

Suspensions and Expulsions – Most Recent Three Years

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	3.8	0.9	0.2	9.8	6.6	7.0
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1

Teacher and Administrative Salaries

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39077	\$40721
Mid-Range Teacher Salary	\$72447	\$65190

Highest Teacher Salary	\$90887	\$84151
Average Principal Salary (Elementary)	\$108621	\$104476
Average Principal Salary (Middle)	\$115763	\$108527
Average Principal Salary (High)	\$129061	\$119210
Superintendent Salary	\$223215	\$210769
Percent of Budget for Teacher Salaries	42.4 %	39.9 %
Percent of Budget for Administrative Salaries	5.0 %	5.5 %

School Finances

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$71936
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded:

List a brief description of the programs and supplemental services that are provided at the school through categorical or other sources

School and Library Improvement (SLIP)
Gifted and Talented Education (GATE)
Economic Impact Aid (EIA) – English Learners

School Facilities

Description of the safety, cleanliness and adequacy of the school facility
Description of any planned or recently completed facility improvements

The school's facilities, restrooms, and grounds are in good repair and condition. The school is currently being fully modernized and completion is expected on May 22, 2009.

School Facility Good Repair Status (School Year 2008-09)

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

Date of Inspection: December 15, 2008

Item Inspected	Repair Status	Repair Needed and Action Taken or
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	Good	Fair	Poor	Planned
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 (School Year 2008-09)

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		

Summary of Most Recent Site Inspection

Woodsboro Elementary is under modernization at this time. All classes are in portable classrooms. No obvious problems were reported or found on the date of the inspection

Repairs Needed

No repairs were necessary at the time of the inspection.

Corrective Actions Taken or Planned

No action was necessary based on this inspection

