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

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

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Sherwood Elementary School	**District Name**	Sylvan Union School District
Street	819 Rumble Road	**Phone Number**	209.574.5000
City, State, Zip	Modesto, CA 95350	**Web Site**	www.sylvan.k12.ca.us
Phone Number	(209) 574-5200	**Superintendent**	Dr. John Halverson
Principal	Bonnie Santos	**E-mail Address**	webmaster@sylvan.k12.ca.us
E-mail Address	tvaupel@sylvan.k12.ca.us	**CDS Code**	50712906053086

School Description and Mission Statement

Established in 1963, Sherwood Elementary School is one of eleven schools in the Sylvan Union School District, located in the northeast area of the city of Modesto. The school operates on a traditional trimester schedule. During the 2006-07 school year, approximately 555 students were enrolled in grades kindergarten through five.

Opportunities for Parental Involvement

Sherwood Elementary School encourages parents to get personally involved with their children's educational experience. Parents can be part of the school's decision-making process by joining the Parent Teacher Club (PTC) and the School Site Council. Sherwood Elementary School also benefits from the support of community organizations including the Gateway Rotary Club, Sunrise Rotary Club, Bel Passi Baseball and the Boy Scouts of America.

Parents who wish to participate in Sherwood Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (209) 574-5200.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	99
Grade 2	102
Grade 3	79
Grade 4	97
Grade 5	97
Grade 6	0
Total Enrollment	555

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	7 %	**White (not Hispanic)**	50.99 %
American Indian or Alaska Native	0.72 %	**Multiple or No Response**	13.87 %
Asian	2.34 %	**Socioeconomically Disadvantaged**	44 %
Filipino	1 %	**English Learners**	15 %
Hispanic or Latino	23 %	**Students with Disabilities**	14 %
Pacific Islander	0.72 %		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			19.8	4			20	4		
1	20	4			19.2	5			19.2	5		
2	19.6	5			16.4	5			18.6	5		
3	17.4	5			19.6	5			21.8	4		
4	29.7		3		30.5		4		32		3	
5	28.3		3		29.5		2		31.3		3	
6												
K-3												
3-4												
4-8												
Other												

II. School Climate

School Safety Plan

Sherwood Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshall and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

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	3.9	4	5.8	12.9	13.7	15.6
Expulsions	0	0	0	0.2	0.4	0.6

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.

Cleaning Process

Sherwood Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Five full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	2 motor board replacements, 40-wing condenser changed.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	2 door closers at MPR
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]	[ ]	[ ]	8 exterior, 2 interior replaced. Replaced broken tiles.
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	Replaced ball wall, added bark.
Roofs	[X]	[ ]	[ ]	Repaired roof leak in 50's wing.
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[ ]	[ ]	[ ]

IV. Teachers

Professional Development

Teachers who need support may receive help through professional assistance using peer support. Exemplary teachers may be used to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. A BTSA (Beginning Teacher Support and Assessment) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

Professional development is designed to provide continuous learning opportunities for teachers and instructional aides, affirming the basic philosophy that learning is a lifelong process. Schools identify areas of greatest need and develop a plan for Professional Development.

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	34	35	33	425
Without Full Credential	1	1	1	7
Teaching Outside Subject Area of Competence			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
Total Teacher Misassignments		0	0
Vacant Teacher Positions		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 %
All Schools in District	100 %	0 %
High-Poverty Schools in District	100 %	0 %
Low-Poverty Schools in District	100 %	0 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), support staff who are assigned to the school.

Title	Number of FTE Assigned to School
Librarian	.125
Library Assistant	1.0
Psychologist	.5
Nurse	.32
LVN -Nurse	---
Speech/Language Specialist	1.0
Resource Specialist	1.0
Counselor	.25

VI. Curriculum and Instructional Materials

Textbooks in the Sylvan Union School District are adopted on a systematic cycle according to the schedule established by the California Department of Education. Committees of teachers, administrators and parents review and evaluate textbook materials. When a selection is made, a recommendation goes to the Board of Trustees for approval.

Textbooks are available for review at the district office prior to adoption. Textbooks currently in use may also be viewed during Back-to-School Night. All newly adopted materials are carefully chosen and support the California Content Standards.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home if needed for homework. All textbooks are of adequate to excellent condition. The most recent textbook adoptions for all elementary schools in the Sylvan Union School District are as follows:

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	K-5 Houghton Mifflin 2004	0%
Mathematics	K-5 Houghton Mifflin 2002	0%
Science	K-2 Macmillan 2007 3-5 Houghton Mifflin 2007	0%
History-Social Science	K-5 Harcourt - Reflections 2006	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	$7,493	$2,449	$5,044	$65,705.64
District	---	---	$4,777	$57,890
State	---	---	$4,943	$61,005

Note: School districts do not receive funding at the same level. As a Low Wealth School District, Sylvan Union School District receives less funding per pupil from the state than the statewide average.

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.

The Sylvan Union School District spent an average of $4,777 to educate each student (based on 2005-06 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. Please note: The amount of money available to schools varies from district to district. Sylvan Union School District is a Low Wealth District, which means that we receive less money per student than most other districts in the state.

In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

. NCLB: Title I, Low-Income and Neglected
. NCLB: Title II, Teacher Quality
. NCLB: Title II, Principal Training
. NCLB: Title II, Technology, Formula Grants
. NCLB: Title II, Technology, Competitive Grants
. NCLB: Title III, Immigrant Education Program
. NCLB: Title III, Limited English Proficiency Student Program
. NCLB: Title IV, Part A, Drug-Free Schools
. NCLB: Title V, Innovative Education Strategies
. Special Ed: IDEA Basic Local Assistance Entitlement
. Community-Based Tutoring Grants
. English Language Acquisition Program
. Lottery: Instructional Materials
. School Safety & Violence Prevention
. Special Education
. Tobacco-Use Prevention Education
. Economic Impact Aid: Limited English Proficiency
. Gifted & Talented Education (GATE)
. Instructional Materials
. Instructional Materials: English Language Learners
. Transportation
. California Peer Assistance & Review Program
. Staff Development: Administrator
. Teacher Credentialing Block Grant
. Professional Development Block Grant
. Targeted Instructional Improvement Block Grant
. School and Library Improvement Block Grant
. Ongoing and Major Maintenance Account

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	$38,121	$39,984
Mid-Range Teacher Salary	$59,501	$63,798
Highest Teacher Salary	$76,655	$79,204
Average Principal Salary (Elementary)	$91,273	$99,820
Average Principal Salary (Middle)	$94,700	$102,340
Superintendent Salary	$145,000	$158,484
Percent of Budget for Teacher Salaries	46 %	43 %
Percent of Budget for Administrative Salaries	6 %	5 %

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 and 8; and history-social science in grade 8. 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	54	51	59	49	51	54	40	42	43
Mathematics	54	64	72	51	54	56	38	40	40
Science	32	38	42	32	43	53	27	35	38
History-Social Science			N/A	36	39	48	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 (2007).

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	47	60	*	N/A
American Indian or Alaska Native	67	67	*	N/A
Asian	82	91	*	N/A
Filipino	*	*		N/A
Hispanic or Latino	52	65	20	N/A
Pacific Islander	*	*	*	N/A
White (not Hispanic)	62	77	52	N/A
Male	49	66	40	N/A
Female	65	75	45	N/A
Economically Disadvantaged	46	61	30	N/A
English Learners	48	61	25	N/A
Students with Disabilities	40	55	*	N/A

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	42	55	48	52	51	50	41	42	42
Mathematics	50	65	57	59	58	60	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 Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	45	36
Pacific Islander	*	*
White (not Hispanic)	52	70
Male	46	49
Female	50	66
Economically Disadvantaged	29	41
English Learners	27	18
Students with Disabilities	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5 and 7. This table displays by grade level the percent of students meeting fitness standards (% of students scoring in the healthy fitness zone) 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.

Percent of Students Meeting Fitness Standards	Grade 5
6 of 6 Fitness Criteria	9.0%
5 of 6 Fitness Criteria	22.5%
4 of 6 Fitness Criteria	25.8%

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. 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	2004-05	2005-06	2006-07
Statewide	8	8	
Similar Schools	10	9	

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	4	9	21	837
African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/a
Hispanic or Latino	-12	35	0	807
Pacific Islander				N/A
White (not Hispanic)	-4	6	33	858
Socioeconomically Disadvantaged	12	-18	39	791
English Learners	N/A			N/A
Students with Disabilities	N/A	14		688

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	Not In PI
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0