

# School Accountability Report Card

## Reported for School Year 2009-10

*Published During 2010*

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2009-10 school year.

School Information		District Information	
<b>School Name</b>	The Prentice School	<b>District Name</b>	N/A – private school - do not belong
<b>Principal</b>	Carol H. Clark	<b>Superintendent</b>	to a school district
<b>Street</b>	18341 Lassen Drive	<b>Street</b>	
<b>City, State, Zip</b>	Santa Ana, CA 92705	<b>City, State, Zip</b>	
<b>Phone Number</b>	714-538-4511	<b>Phone Number</b>	
<b>Fax Number</b>	714-538-5004	<b>Fax Number</b>	
<b>Web Site</b>	<a href="http://www.prentice.org">www.prentice.org</a>	<b>Web Site</b>	
<b>E-mail Address</b>	info@prentice.org	<b>E-mail Address</b>	
<b>CDS Code</b>		<b>SARC Contact</b>	

### School Description and Mission Statement

Independent, nonprofit, co-educational school for children with specific language disabilities (dyslexia), grades pre-kindergarten through 8

Mission: “Empowering students with dyslexia to build their foundation for success”

We are an inspiring community where children with dyslexia, dysgraphia, and other processing difficulties become students who master skills and develop a tool kit for life-long learning. We offer our students a physically, emotionally, academically, and socially safe environment where differences are accepted and uniqueness appreciated. We identify, encourage, and nurture our students’ gifts and areas of strength. “I can’t” is replaced with “I can”; and students develop a heightened awareness of their learning strengths and challenges, taking full command of their learning process. The Prentice School also strives to be an educational resource for Southern California students and their families. We offer evaluative screenings, as well as the most current information and research and provide suggestions for alternative educational avenues for children when needed.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	Sharon Gaines or Peggy Johnson	<b>Contact Person Phone Number</b>	714-538-4511
Organized Parent Guild for classroom support, fundraising, and parent education. Opportunities to chair committees, chaperone field trips, educate new parents about Prentice			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as of June 2010

Grade Level	Enrollment	Grade Level	Enrollment
Pre-K / Kindergarten	15	Grade 5	26
Grade 1	8	Grade 6	42
Grade 2	12	Grade 7	27
Grade 3	28	Grade 8	25

Grade 4	22		
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### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported as of June 2010.

Racial/Ethnic Category*	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	7	3%	Hispanic or Latino	23	11%
American Indian or Alaska Native	4	2%	White (Not Hispanic)	149	72%
Asian or Pacific Islander	12	5%	Eastern European	2	1%
Middle Eastern	4	2%	No Response	4	2%

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	July 2010	Date Last Discussed with Staff	August 2010
Safety Plan is distributed every year to each employee as part of the Staff Handbook. Contents are reviewed with staff annually.			

### School Programs and Practices that Promote a Positive Learning Environment

TRIBES Behavior Modification Program, social skills for all elementary grades, cognitive coaching for all junior high grades

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as of June 2010.

Prentice practices school suspensions where students are placed in an alternative classroom for the period of suspension.

	School		
	2008	2009	2010
Number of Suspensions	3	2	7
Rate of Suspensions	.012	.009	.034
Number of Expulsions	2	0	1
Rate of Expulsions	.008	0	0%

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

School has maintenance staff to clean campus and make minor repairs on a daily basis. Also has a Facilities Committee of the board to address major maintenance and repair issues. A schedule is followed for routine replacement and cleaning. Operating budget has funds designated for facility maintenance. Overall, Prentice is an attractive, clean, and safe campus.

### III. Academic Data

- **Standardized Testing and Reporting (STAR)**
- **Academic Performance Index (API)**
- **California Standards Tests (CST)**
- **Norm Referenced Test (NRT)**

The Prentice School is a private school dedicated to teaching specific language disabled (dyslexic) children in grades pre-k - 8. The school uses the Slingerland® Multi-Sensory Approach to Language Arts as a basis for all teaching.

Prentice does not use the above-mentioned testing and reporting formats. Prentice conducts a standardized baseline assessment when a student enrolls and then conducts a re-assessment annually thereafter.

Dynamic Indicators of Basic Early Language Skills (DIBELS) assessments are performed on all students in grades K through 5.

Authentic assessments within the curriculum maps for each subject area are conducted annually. The Slingerland® Scope and Sequence is an additional authentic assessment we use for written language in grades 3-8. Also, ongoing multiple measurements are used to assess student growth.

Individual portfolios follow each student from entrance to Prentice through grade 5. The portfolios contain student work that is selected by both the student and teacher

Prentice no longer accepts students funded by school districts; therefore, no STAR testing is performed.

#### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School		
	Total	Female	Male
5	0	0	0
7	0	0	0

Prentice has a physical education program for students in pre-kindergarten through 8<sup>th</sup> grade that is taught by a full-time instructor with a Masters in Kinesiology. The program includes physical education, health education, and nutrition and is modeled after the curriculum in public school system. Next year Prentice plans to participate in the California Physical Fitness test, pending availability of funds to purchase the grading software.

#### State Award and Intervention Programs

Prentice does not participate in this program.

#### Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

The Prentice School does not participate in the Federal Intervention Program or the Adequate Yearly Progress Program.

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Not applicable. The Prentice School does not go beyond 8<sup>th</sup> grade.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as of June 2010.

Grade Level	2008		2009		2010	
	Max. Class Size	No. of Classrooms	Max. Class Size	No. of Classrooms	Max. Class Size	No. of Classrooms
Pre-k/K	12	1		1	12	1
1	12	1	12	1	12	1
2	15	1	15	1	15	1
3	15	2	15	2	15	2
4	15	2	15	2*	15	2
5	15	3	15	2*	15	2
6	16	2	16	2	16	3
7/8	16	7	16	6	16	4*

\*combined classes

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as of June 2010.

Subject	2008			2009			2010		
	Max. Class Size	No. of Classrooms (rotation)		Max. Class Size	No. of Classrooms (rotation)		Max. Class Size	No. of Classrooms (rotation)	
		Elem.	Jr. High		Elem.	Jr. High		Elem.	Jr. High
English/Writing	12/16	0	2	12/16	0	9	12/16	0	8
Mathematics	12/16	10	2	12/16	10	9	12/16	8	9
Science	12/16	10	2	12/16	10	9	12/16	8	6
Social Science	12/16	10	2	12/16	10	9	12/16	8	6

## Class Size Reduction

The Prentice School is a private school and does not belong to a public school district. Consequently, the school does not participate in California's K-3 Class Size Reduction Program. In addition, the school has a maximum capacity of 12 students for pre-k through first grade and 15 students for second and third grades.

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers.

	School
The Prentice School	5%

- One teacher, who is Slinerland® trained, has seven years of teaching experience at Prentice and is an excellent teacher, allowed his teaching credential to expire. Consequently, he is on a one-year provision contract during which time he must obtain a new credential.
- A teacher submitted his application through a university in a timely manner, and the university did not forward the application to the state. The teacher is now working with the university in completing his application process.

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2008	2009	2010
<b>Total Teachers</b>	23	22	22
<b>Teachers with Full Credential</b>	20	17	18
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	1	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0
<b>Other</b> (see above and box below)	0	2	2

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

The Prentice School does not hire core-curriculum teachers who are not fully credentialed. Prentice does employ 2 enrichment specialists who have educational degrees in specific subjects but are not credentialed.

## Teacher Education Level

Data reported are the percent of teachers by education level.

<b>Doctorate</b>	0
<b>Master's Degree (and/or additional semester hours)</b>	12
<b>Bachelor's Degree plus 30 or more semester hours</b>	10
<b>Bachelor's Degree</b>	0
<b>Less than Bachelor's Degree</b>	n/a

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2008	2009	2010
<b>Vacant Teacher Positions</b>	0	0	0

## Teacher Evaluations

New teachers are evaluated at the end of their first year. Returning teachers are evaluated every other year thereafter.

## Substitute Teachers

Substitute teachers are former staff, parents with credential, teacher assistants with CBEST, and other credentialed teachers who apply and are found appropriate for teaching at Prentice.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Librarian</b>	Volunteer
<b>Psychologist/Counselor</b>	1.5
<b>Social Worker</b>	.8
<b>Nurse (Health Clerk)</b>	1
<b>Speech/Language/Hearing Specialist</b>	1.2
<b>Resource Specialist (non-teaching)</b>	0
<b>Educational Assistive Technology</b>	1

## VII. Curriculum and Instruction

### School Instruction and Leadership

The Prentice School uses the Slingerland® Multi-sensory Approach to Language Arts in its program. The Prentice School is governed by a volunteer Board of Directors and is managed by an Executive Director, an Elementary Principal, and a Junior High School Principal.

### Professional Development

Teachers (and sometimes Instructional Assistants) attend regularly scheduled in-services in the Slingerland® Approach (at least one seminar a year), regularly scheduled workshops throughout the school year, and on-site conferences with guest speakers.

## Quality and Currency of Textbooks and Other Instructional Materials

All textbooks are current and include Houghton-Mifflin reading series, Glencoe algebra, Saxon math, Globe Fueron social studies, and Glencoe for junior high science. Elementary science has its own resources (hands-on approach).

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Sufficient quantity available for all students
Mathematics	Sufficient quantity available for all students
Science	Sufficient quantity available for all students
History/Social Science	Sufficient quantity available for all students
Health	Sufficient quantity available for all students

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
Pre-k	62,400	None
Kinder.	62,400	36,000
1	62,400	50,400
2	62,400	50,400
3	62,400	50,400
4	62,400	54,000
5	62,400	54,000
6	62,400	54,000
7	62,400	54,000
8	62,400	54,000

### Total Number of Minimum Days

The school holds early 2:00 p.m. dismissals every Thursdays during the school year.

## VIII. Post-Secondary Preparation (Secondary Schools)

- **Advanced Placement/International Baccalaureate Courses Offered**
- **Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission**
- **Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission**
- **SAT I Reasoning Test College Admission Test Preparation Course Program**
- **Degree to Which Students Are Prepared to Enter Workforce**
- **Enrollment and Program Completion in Career/Technical Education (CTE) Programs**

The highest grade at The Prentice School is grade 8, and students transfer to public or private high schools upon completion of that grade. Consequently, Prentice does not participate in any of the programs noted above.

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2009-2010)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*.

	School Amount
<b>Beginning Teacher Salary</b>	\$35,315
<b>Mid-Range Teacher Salary</b>	\$56,500
<b>Highest Teacher Salary</b>	\$77,688
<b>Average Administrative Salary (Exec Dir/Principals)</b>	\$80,250
<b>Percent of Budget for Salaries &amp; Related Expenses</b>	77%

### Expenditures (Fiscal Year 2009-2010)

Data reported are total dollars expended by the school and total dollars expended per student. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

School	School
Total Dollars	Dollars per Student (ADA)
<b>\$3,694,935</b>	<b>\$17,764</b>

Based on 208 students

### Types of Services Funded

The Prentice School serves students who have speech and language funded by school districts.