

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Center Street Elementary

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	Center Street Elementary	District Name	El Segundo Unified
Street	700 Center St.	Phone Number	(310) 615-2650cx 225
City, State, Zip	El Segundo, CA 90245-3207	Web Site	http://www.elsegundousd.com
Phone Number	310 615 2676	Superintendent	Geoff Yantz
Principal	Marisa Janicek	E-mail Address	gyantz@esud.k12.ca.us
E-mail Address	mjanicek@esud.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Center Street Elementary School is located in a small coastal community of 16,000 residents. The Pacific Ocean, Los Angeles International Airport, Chevron Oil Refinery, and a large corporate business center border the city. This unique position creates a small hometown atmosphere with a strong sense of community amidst a larger metropolitan area. The El Segundo community takes special pride in their schools, and truly exemplifies the saying, It takes a village to raise a child. Center Street Elementary School has been recognized as a California Distinguished School in 1998. The school's ability to sustain excellence is due to its fully credentialed staff and its commitment to address each child's individual academic needs. Center Street Elementary also offers an outstanding reading program which teaches each student at their individual reading level and captures their interest with a collection of more than 25,000 books. Center Street Elementary School is one of two elementary schools in the El Segundo Unified School District with classes arranged on a traditional schedule. Approximately 677 kindergarten through fifth grade students were enrolled at the beginning of the 2006-2007 school year.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Marisa Janicek

Contact Person Phone Number: 310-615-2676

Parents and the community are very supportive of the educational programs in the El Segundo Unified School District. Parents are visible in the classrooms and workroom on a daily basis. The School Site Council and PTA are both very active, supporting classroom instruction and special classroom events. The school has benefited from the fundraising efforts of both groups, which have provided major improvements to the campus such as new playgrounds. The business community is very involved in El Segundo, and in 1983, the El Segundo Educational Foundation was founded to raise supplemental funding for the school system. Other local community businesses providing support to Center Street Elementary School include, but are not limited to: Los Angeles Lakers, Chevron, El Segundo Chamber of Commerce, and Rotary Club.

Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	114	Grade 4	125
Grade 1	100	Grade 5	101
Grade 2	121	Total Enrollment	686
Grade 3	125		

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	4.00%	White (Not Hispanic)	64.14%
American Indian or Alaska Native	0.15%	Multiple or No Response	13.56%
Asian	5.10%	Economically Disadvantaged	13.00%
Filipino	1.00%	English Learners	8.00%
Hispanic or Latino	12.00%	Students With Disabilities	6.00%
Pacific Islander	0.44%		

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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.

Our school is in good condition. We have recently completed several improvements, including the installation of new playground equipment and the repainting of the school building. We also plan to improve our restrooms and landscaping in the future.

We have also completed several safety improvements, including the installation of new fire extinguishers and the repair of damaged electrical wiring. We are committed to providing a safe and healthy learning environment for all students.

We have also completed several accessibility improvements, including the installation of new ramps and the repair of damaged sidewalks. We are committed to providing equal access to all students and staff.

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			FYdUj'f'BYXYX'UbX 5Wj'cb'HU_Yb'cf'D'UbbYX
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)		X		Some exterior gates need repair.
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		Some latches on doors need fixing.
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

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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	Exemplary	Good	Fair	Poor
Overall Summary	X			

IV. 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 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	35	36	36	150
Without Full Credential	1	0	0	2
Teachers Teaching Outside Subject Area	0	0	0	--

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	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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%	0.0%
All Schools in District	95.0%	5.0%
Low-Poverty Schools in District	94.7%	5.3%

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V. Support Staff

Academic Counselors and Other Support Staff

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.

No Data Available

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Availability
Reading/Language Arts	0	0
Mathematics	0	0
Science	0	0
History-Social Science	0	0
Foreign Language	N/A	0
Health	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	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	\$7,766.00	\$2,225.00	\$5,541.00	\$64,744.00
District	--	--	--	\$63,505.00
Percent Difference - School Site and District	--	--	--	-2%
State	--	--	\$4,943.00	\$56,613.00
Percent Difference - School Site and State	--	--	-12%	-14%

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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, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 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	68%	71%	73%	68%	69%	69%	40%	42%	43%
Mathematics	75%	78%	77%	57%	61%	62%	38%	40%	40%
Science	48%	61%	70%	47%	62%	70%	27%	35%	38%
History-Social Science	--	--	--	54%	53%	56%	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.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	71%	79%	--
American Indian or Alaska Native	--	--	--
Asian	83%	91%	--
Filipino	--	--	--
Hispanic or Latino	65%	58%	46%
Pacific Islander	--	--	--
White (Not Hispanic)	74%	79%	77%
Male	70%	78%	68%
Female	76%	75%	71%
Economically Disadvantaged	52%	52%	45%
English Learners	43%	43%	--
Students With Disabilities	38%	43%	--

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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	56%	67%	60%	66%	68%	68%	41%	42%	42%
Mathematics	70%	81%	71%	78%	79%	79%	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	DYfWbhcZGh XYbIq'GWf]b['Uhc f 5 Vc j Y'k YBU]cbU '5 j YfU] Y	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Hispanic or Latino	39%	22%
Pacific Islander	--	--
White (Not Hispanic)	62%	78%
Male	59%	70%
Female	61%	71%
Economically Disadvantaged	27%	45%
English Learners	0%	18%
Students With Disabilities	--	--

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California Physical Fitness Test Results

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 fitness standards (scoring in 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 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.

Grade Level	DYfWbhcZ Ghi XYbrtg 'A YYf]b[:]Ib Ygg' GtUbXUfXg
5	44.0%

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	2005	2006
Statewide	10	9	9
Similar Schools	8	4	6

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	-14	26	-3	882
Hispanic or Latino	--	--	-10	820
White (Not Hispanic)	-15	33	-7	892

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

"UacBj aa} Aae^A} A@Aae^qAae} aaá•Eae^áAe•••{ ^} oA A) *|a @|a} * ae^Aae^AOSODa} aA ae@{ aa•
 "U^|&)} a|[-aa)} a|} A@Aae^qAae} aaá•Eae^áAe•••{ ^} oA A) OSODa} aA ae@{ aa•
 "AUCae A} Aaaa} } a|} aAae|
 "A:aa" aa} Aae^A} A^&} aa^ A&@|•D

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/>.

