

11. Education

Educational institutions are sometimes critical factors contributing to a person's decision as to where to live, where to start a business, or where to raise children.

For the last twelve years, school enrollment for both California and El Dorado County has increased. Although the enrollment increase is higher in California, the dropout rates for El Dorado County continue to decrease while California rates remain constant. SAT scores are on the decline, although the participation rate for El Dorado County remains steady at 32 percent.

Language and Immigration Trends

California has always been a desired destination for many immigrants. The trends that have become apparent in immigration correspond with the trends seen in the California school systems. These trends also reflect the level of English proficiency immigrant children exhibit. Currently, the number of students enrolled in grades K-12 who are not proficient in the English language are nearing 25 percent. The growth rate of these students with limited English skills far exceed the increase in enrollment, and the amount of these students that never become proficient in English by the end of high school is alarmingly high.

The majority of the students that enter the school system with limited English proficiency skills are learning English as their second language (ESL). They are not immigrants themselves, but their parents are immigrants, who often are also lacking strong, if any, English skills. The most impacted areas are the high-density areas, such as Los Angeles and Sacramento, although all of California is experiencing this phenomenon. The primary language for over 75 percent of the ESL students is Spanish, followed by various Asian languages.

The lack of English proficiency in the United States contributes to many factors that affect these students later in life, such as earning lower incomes, having fewer options for occupations, and creating a depressed labor market. The future of these children depends greatly on the instruction they receive in school.

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Rather than treating this as a problem, California schools are using the situation to find challenging alternatives to the current methods. At this time, ESL students are so lacking English proficiency skills that it is difficult for them to succeed in regular school instructional programs. This is largely due to a lack of credentialed teachers working with them, a specialized curriculum used to provide instruction to them, the poverty levels of ESL families, and the social pressures that these students feel. The goal is to push California schools to raise standards and be accountable for teaching these students - preventing them from exiting the school system without basic mastery of the English language. With the right programs and opportunities, the students would have an exceptional increase of success in their future.

Education Starts at Home

While the state and county educational systems are primarily responsible for the education students receive, educational resources provided at home by the parents are also important.

Conditions in the home impact children beginning at an early age, and continue throughout their lives. By examining the educational opportunities at home, it becomes clear what resources may be lacking during the development stages of a child's educational skills. The two major factors that can determine the success of early childhood education are the amount of education the parents possess and the income level of the family. More educated parents, especially mothers raising children at home, usually produce children who are more educated. If the parents have a strong educational background, they are more likely to take an active role in encouraging learning. The income level can be used to examine the resources available to the child, such as availability of computers as well as parental interaction. Other factors that may determine the

success of early childhood development are preschool attendance and English proficiency skills of both the parents and children.

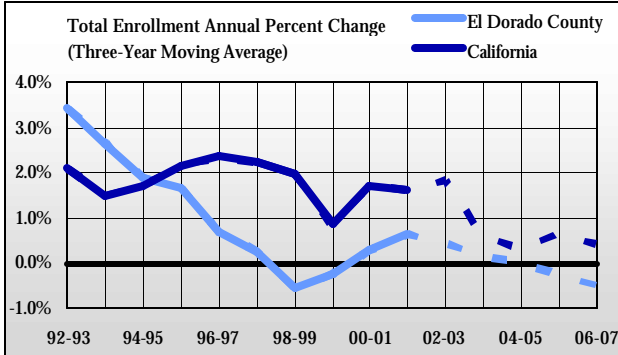
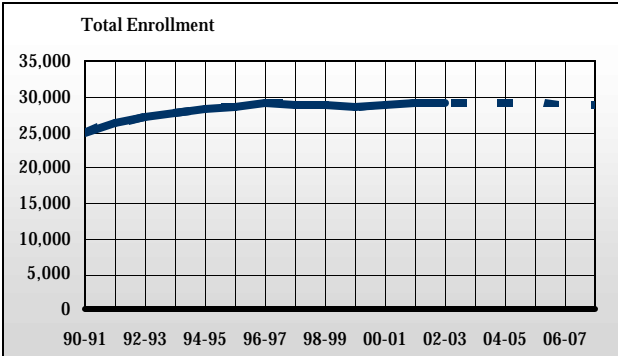
Education is considered one of the most fundamental socioeconomic indicators of a successful life. Often, the amount of education a person achieves has a strong influence on occupations, earnings, poverty, and health care.

School Enrollment

School enrollment data provides a gauge of the amount of government funding schools receive. Funding is based primarily on enrollment and average daily attendance. Enrollment trends over a historical period of time provide insight into a school's financial stability.

Total enrollment as reported by the California Department of Education is shown for the 90/91 school year through the 01/02 school year. The data was compiled from the California Basic Education Data System (CBEDS). On October 4 of each year, CBEDS records the number of students enrolled in classes at public schools that day. Beginning in 1998, California Youth Authority Schools, (CYA), were also included in enrollment figures. CYA schools provide institutional training and parole supervision for juvenile and young adult offenders who attend due to juvenile and criminal court commitments.

In the following figures, data is represented for the years 1990 through 2003, with projections for 2005 and 2008.



Total School Enrollment

School year	Total enrollment	Annual percent change
1990-91	25,031	n/a
1991-92	26,277	5.0 %
1992-93	27,069	3.0 %
1993-94	27,683	2.3 %
1994-95	28,422	2.7 %
1995-96	28,632	0.7 %
1996-97	29,084	1.6 %
1997-98	29,006	- 0.3 %
1998-99	28,864	- 0.5 %
1999-00	28,602	- 0.9 %
2000-01	28,795	0.7 %
2001-02	29,104	1.1 %
2002-03	29,147	0.1 %
2007-08(p)	28,804	- 0.2 %

Source: California Department of Education Projection;
California Department of Finance

High School Dropout Rate

High school dropout rates gauge how many students complete the state-mandated curriculum requirements. The California Department of Education has specific criteria in order for a student to be considered a dropout in the CBEDS. A student must have been previously enrolled in one of grades 7-12, and left school without re-enrolling in their current school or enrolling in another public or private educational institution or school program for 45 consecutive days. Once a person reaches the age of 21 and has not received a high school diploma or its equivalent, they are no longer included in the CBEDS data collection.

The calculations also include students who have moved out of the district, state, or country and are not known to be enrolled in an educational program in their new place of residence leading to a high school diploma or its equivalent.

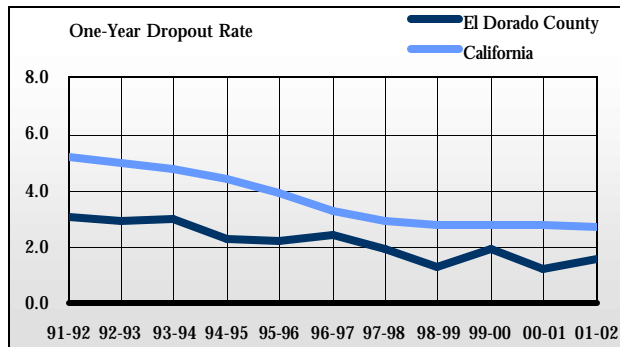
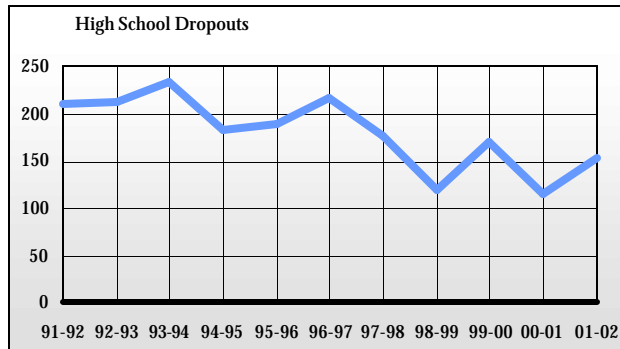
The annual dropout rate is calculated using dropout and enrollment counts from the same year. The number of dropouts in grades 9-12 is divided by the total enrollment in those grades.

In the following figures, data is represented for the years 1992 through 2002.

High School Dropouts

School year	El Dorado County		California	
	Number of dropouts	One yr. dropout rate	Number of dropouts	One yr. dropout rate
1991-92	210	3.1	210	5.2
1992-93	212	2.9	212	5
1993-94	233	3	233	4.8
1994-95	184	2.3	184	4.4
1995-96	189	2.2	189	3.9
1996-97	217	2.4	217	3.3
1997-98	176	1.9	176	2.9
1998-99	119	1.3	119	2.8
1999-00	171	1.9	171	2.8
2000-01	115	1.2	115	2.8
2001-02	154	1.6	154	2.7

Source: California Department of Education



Average Scholastic Aptitude Test Scores

As a measure of verbal and mathematical abilities, Scholastic Aptitude Test (SAT) scores provide important information about how well students in the county are being prepared for college. These scores should not be used as a single form of measure to evaluate or rate educators, schools, or districts. However, they provide insight into what direction education is headed in the county and the impact that the educational system has on students.

The SAT is designed to measure verbal and mathematical reasoning abilities that are related to successful performance in college, according to the California Department of Education. When analyzing average SAT scores, there must be an understanding of the context in which the test scores were earned. Many factors affect the results of the test scores including academic, demographic, and socioeconomic factors. The largest factor affecting average SAT scores is the number of students taking the test; as the number of test takers increase, scores tend to fall.

Students are not required to take the test unless they plan on attending a college that requires it for admission. This is the primary reason the SAT is not an accurate direct measure of the effectiveness of school curriculum or teaching. If a small percentage of students from a school take the test, then the average score could reflect selective testing; a school may encourage only those students who are identified as "high achieving" to participate. For this reason, the percentage of students who took the exam is provided.

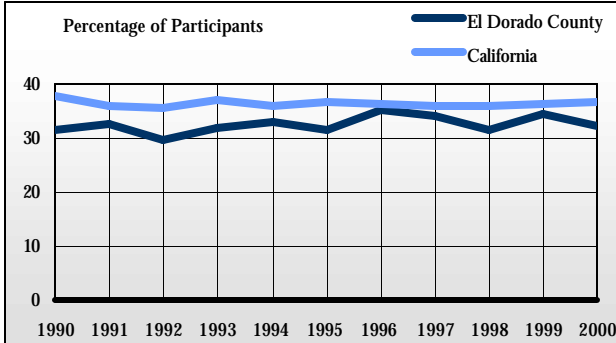
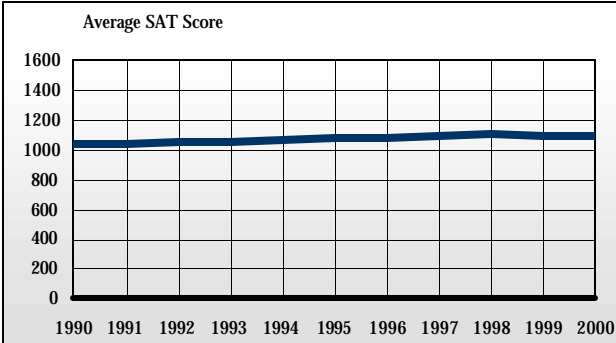
There is a maximum score of 800 on the verbal as well as the mathematical sections of the SAT. The verbal and mathematical sections are scored and reported separately. The total SAT score is the verbal combined with mathematical section score. The highest possible score a student can receive is 1600.

NOTE: Average SAT scores provide data only for graduating seniors. The scores from student who take the SAT as juniors are included with their graduating class.

In the following figures, data is represented for the years 1990 through 2001.

Year	Percent of students who took the SAT	Avg. SAT score
1990	31.6%	1038
1991	32.7%	1045
1992	29.8%	1056
1993	31.9%	1053
1994	33.0%	1070
1995	31.6%	1076
1996	35.4%	1081
1997	34.1%	1090
1998	31.4%	1106
1999	34.6%	1094
2000	32.1%	1091
2001	35.4%	1078
2002	34.7%	1074

Source: California Department of Education



Academic Performance Index (API)

The purpose of the Academic Performance Index is to measure the academic performance and progress of schools. It is a reliable measure of academic performance and progress because it uses a test that every student is required to take every year beginning in second grade and continuing through eleventh grade. The base year for a school's API result is 2002. These results will be used to monitor academic growth.

The API's main purposes are to rank academic performance, establish growth targets, and monitor progress toward meeting the established goals. The API was established by the Public Schools Accountability Act (PSAA) and signed into law in April 1999. Its aim is to help schools improve the academic achievement of all students.

The 2002 base API, which was reported in February 2003, incorporates the results of two types of assessments that were part of California's Standardized Testing and Reporting (STAR) program: (1) the Stanford 9, all content areas and (2) the California Standards Tests in English-Language Arts, Mathematics, and Social Science (CST ELA, CST Math, and CST SS). In addition, the 2002 Base API also includes the results of the California High School Exit Examination (CAHSEE). The CST Math, CST SS, and CAHSEE are new indicators added to the API beginning with the 2002 API Base. The law requires that test results make up at least 60 percent of the API.

The API is on a scale from 200-1000 and is based on the individual performance of students on STAR content area tests as measured through national percentile rankings (NPR). The performance target is 800. When the API is calculated, individual student scores in each subject area are combined into a single number to represent the performance of a school. The NPR for each student tested is used to make the calculation.

When calculating the API, each content area of the Stanford 9 was weighed differently for different age groups and the older group had more diverse areas of concentration.

In grades 2 through 8:		In grades 9-11:	
Mathematics	40 %	Mathematics	20 %
Reading	30 %	Reading	20 %
Language	15 %	Language	20 %
Spelling	15 %	History/	
Total	100%	Social Science	20%
		Science	20 %
		Total	100%

The State Board of Education adopted a performance target of 800 for the 1999 API. This target will serve as an interim statewide target until state performance standards are adopted. There is an annual growth rate target for schools that is 5 percent of the distance between a school's API and the interim state performance target of 800. Schools that receive an API less than 800 have a minimum target of a one point increase. Schools that meet or exceed the interim target must maintain an API of 800.

NOTE: The California Department of Education did not calculate API scores for schools with fewer than 100 students with valid Stanford 9 test scores, or county administered community day, alternative, continuation, or independent schools.

Academic Performance Index (API)

School	API 1999	API 2000	API 2001	API 2002	API 2003 target
Al Tahoe Elementary	569	613	636	654	661
Bijou Community (Elem)	494	528	558	562	574
Blue Oak Elementary	781	819	822	819	A
Brooks (William) Elementary	855	886	857	849	A
Brown (Charles F.) Elementary	721	775	771	777	778
Buckeye Elementary	751	786	784	777	778
Camerado Springs Intermediate	804	807	814	798	799
Camino Elementary	698	706	721	748	751
Creekside Elementary	n/a	n/a	n/a	758	760
El Dorado High	717	733	748	695	700
Emigrant Trail Elementary	n/a	720	761	780	781
Georgetown Elementary	719	744	763	738	741
Gold Oak Elementary	731	797	782	793	794
Gold Trail Elementary	751	787	797	785	786
Golden Sierra High	679	700	688	693	698
Green (Herbert C.) Elementary	n/a	752	758	778	779
Green Valley Elementary	736	759	792	790	791
Grizzly Pines Elementary	n/a	579	692	748	751
Indian Creek Elementary	781	824	845	840	A
Indian Diggings Elementary	n/a	641	705	694	699
Jackson Elementary	856	881	870	865	A
Lake Forest Elementary	839	881	862	870	A
Latrobe Elementary	n/a	757	843	835	A

Academic Performance Index (API), cont'd

	API 1999	API 2000	API 2001	API 2002	API 2003 target
Learning With A Purpose	768	818	804	605	615
Marina Village Intermediate	768	818	804	801	A
Markham (Edwin) Middle	729	764	732	731	734
Meyers Elementary	711	738	763	754	756
Miller's Hill Elementary	n/a	859	897	860	A
Mountain Creek Middle	758	759	729	731	734
Northside Elementary	751	780	801	774	775
Oak Ridge High	760	779	807	781	782
Otter Creek Elementary	n/a	878	896	916	A
Pinewood Elementary	721	815	841	816	A
Pioneer Elementary	702	733	754	766	768
Pleasant Valley Middle	795	841	832	814	A
Ponderosa High	733	758	769	764	766
Rescue Elementary	714	740	752	764	766
Rolling Hills Middle	836	850	855	833	A
Schnell (Louisiana) Elementary (C.	762	758	775	750	753
Sierra Accelerated (Elem)	762	760	767	757	759
Sierra House Elementary	723	729	792	759	761
Sierra Ridge Middle	679	694	720	695	700
Silva Valley Elementary	826	861	859	862	A
South Tahoe High	636	656	639	607	617
South Tahoe Middle	664	657	701	687	693
Sutter's Mill Primary	717	804	804	738	741
Tahoe Valley Elementary	n/a	n/a	n/a	674	680
Union Mine High	n/a	764	722	729	733

Source: California Department of Education

Statewide Rank

The statewide rank is used to demonstrate where each school stands compared to schools throughout the state. The statewide rank compares all schools in the state to each other and then ranks them according to their API scores.

When calculating the statewide rank, schools are ranked separately within each school type: elementary, middle, and high schools. In each of the three categories, schools' API scores are first sorted from lowest to highest then divided into ten equal groups ranked from lowest to highest. The scale for rankings is 1 through 10, with 1 being the lowest. Schools receiving a rank of 1 are in the bottom 10 percent of the state and the schools receiving a score of 10 are in the top 10 percent of the state.

Similar Schools Rank

The purpose of the similar schools rank is to provide schools with information that will give them a reference point for judging their academic achievement against other schools facing similar challenges. Ranking also tends to improve performance by studying the strategies that similar schools with higher rankings are implementing.

Several school demographic characteristics form the basis for determining the similar schools comparisons. They include student mobility, ethnicity, socioeconomic status, the percentage of teachers who are fully credentialed, the percentage of teachers who hold emergency credentials, the percentage of students who are learning English as their second language, average class size per grade level, and schools that operate on multi-track, year round educational programs.

Many steps are used in calculating the similar schools rank. Schools were divided into grade level categories (the same group as the statewide rankings), assigned a School Characteristic Index, and divided into groups of 100 with similar indexes. Using a scale of 1 to 10, individual school's ranks were determined by comparing their API score to the API's of other similar schools in their comparison group. The following is a list that describes each rank:

9 or 10	Well above average for elementary, middle, or high schools with similar characteristics
7 or 8	Above average for elementary, middle, or high schools with similar characteristics
5 or 6	About average for elementary, middle, or high schools with similar characteristics
3 or 4	Below average for elementary, middle, or high schools with similar characteristics
1 or 2	Well below average for elementary, middle, or high schools with similar characteristics

The 2001 scores include two similar school comparisons. Each school was compared with its original similar schools group, assigned a new group (based on its School Characteristic Index) and similar schools rank. A new School Characteristic Index must be assigned because of the constant change schools experience in their student body. This will provide for a more accurate ranking.

In the following figures, data is represented for the years 1999 through 2002.

Statewide and Similar Schools Rank

School	2002 statewide rank	2002 similar schools rank
Al Tahoe Elementary	4	2
Bijou Community (Elem)	1	1
Blue Oak Elementary	9	1
Brooks (William) Elementary	10	2
Brown (Charles F.) Elementary	8	9
Buckeye Elementary	8	3
Camerado Springs Intermediate	9	6
Camino Elementary	7	5
Creekside Elementary	7	4
El Dorado High	8	5
Emigrant Trail Elementary	8	10
Georgetown Elementary	7	4
Gold Oak Elementary	8	7
Gold Trail Elementary	9	4
Golden Sierra High	7	10
Green (Herbert C.) Elementary	9	10
Green Valley Elementary	8	4
Grizzly Pines Elementary	7	n/a
Indian Creek Elementary	9	10
Indian Diggings Elementary	5	n/a
Jackson Elementary	10	2
Lake Forest Elementary	10	3
Latrobe Elementary	9	n/a

Statewide and Similar Schools Rank, cont'd

School	2002 statewide rank	2002 similar schools rank
Learning With A Purpose	4	n/a
Marina Village Intermediate	9	4
Markham (Edwin) Middle	8	9
Meyers Elementary	7	2
Miller's Hill Elementary	10	n/a
Mountain Creek Middle	8	4
Northside Elementary	8	5
Oak Ridge High	10	5
Otter Creek Elementary	10	n/a
Pinewood Elementary	9	n/a
Pioneer Elementary	8	7
Pleasant Valley Middle	10	10
Ponderosa High	10	9
Rescue Elementary	8	1
Rolling Hills Middle	10	4
Schnell (Louisiana) Elementary (C.	7	6
Sierra Accelerated (Elem)	7	2
Sierra House Elementary	7	7
Sierra Ridge Middle	6	1
Silva Valley Elementary	10	5
South Tahoe High	4	2
South Tahoe Middle	6	6
Sutter's Mill Primary	7	1
Tahoe Valley Elementary	5	1
Union Mine High	9	9

Source: California Department of Education

