

From the Principal
September 12, 2007

Academic Performance Index

The California State Department of Education released the annual Academic Performance Index (API) scores last week.

California uses this index to monitor academic progress of schools from year to year.

This year the performance index for Springer Elementary School was listed as 950 out of a possible 1000. This is a very impressive score. Yet, it is important to review annual progress to determine if the school's program is moving in a positive direction. Compare the score to the previous years:

2000 API	2001 API	2002 API	2003 API	2004 API	2005 API	2006 API	2007 API
928	943	934	951	950	960	961	950

Springer has demonstrated API progress, yet this past year the scores retracted slightly. The goal of this article is to shed light on the 2007 results.

The following statements are reported from the the Association of California School Administrators. " The slower progress on meeting state accountability targets was anticipated due to an increase in accountability targets for all statistically significant subgroups that took effect for the first time this year."

I reviewed the subgroups for Springer which include ethnic subgroups, students with disabilities, and second language. Most demonstrated growth on the API. Due to an increase in second language students, this particular subgroup showed a decline on the graphic display.

Superintendent Jack O'Connell stated that " ...although the (2007) results showed a consistent leveling - off of test scores, the fact is students in California are still improving."

This statement by Superintendent O' Connell can be supported by several points of progress not necessarily reported in public newspapers:

Point One: Springer Elementary School students have achieved all growth targets of 5% and all Annual Measurable Objectives. We are well on our way to achieving 100% Proficiency by 2013.

Point Two: Springer Elementary School scored the highest in the history of the STAR Assessment in the written language assessment indicating positive impact from the Step Up to Writing Program.

Point Three: Springer Elementary School scored the highest in the history of the Science assessment indicating positive impact from an emphasis on science vocabulary and continuity of grade level instruction.

Point Four: Springer Elementary School students with disabilities have demonstrated the sixth year of API growth. This is significant !

At the PTA Meeting on Tuesday evening, September 11th, I spent time reviewing the data from the STAR Assessment of 2007 and the resulting API scores. I also reviewed staff findings based upon research the Springer Staff performed on September 5th. This information will again be presented at the Principal's Coffee on the morning of September 27th.

The staff and I continue to identify the tools, the organization, the interventions, and the strategies necessary to foster student achievement. Each year we adjust and modify approaches to effectively help our children learn to the best of their ability.

To review the Accountability Progress Report results visit the CDE online at www.cde.ca.gov/ta/ac/ar/index.asp