

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Danbury Special Education



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	Danbury Special Education	District Name	Claremont Unified
Street	1745 Lynoak Dr.	Phone Number	(909) 398 - 0609
City, State, Zip	Claremont, CA 91711	Web Site	www.cusd.claremont.edu
Phone Number	(909) 398-0335 Ext. 8	Superintendent	David Cash
Principal	Stephen Hamilton	E-mail Address	dcash@chs.cusd.claremont.edu
E-mail Address	shamilto@chs.cusd.claremont.edu		

School Description and Mission Statement

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

Danbury School will provide:

- A challenging academic experience that aims to encourage each child to reach for his or her full academic, social, and physical potential.
- A safe and caring environment where learning will occur that fosters excitement, enthusiasm, and discovery.
- Encouragement to students to appreciate their own worth and importance as well as that of others.
- An atmosphere that will enable each child to develop a respect for the differences of others and nurture a sense of responsibility to the community and the environment.

Danbury School is located in southern California about thirty miles east of Los Angeles. Nestled in the San Gabriel Valley and the city of Claremont, Danbury School is within walking distance of the seven Claremont Colleges. Danbury is home to between 70 and 80 preschool through sixth grade students who have physical disabilities and/or health impairments. Danbury School has established clear expectations for academics and behavior that emphasize the value of learning and the importance of treating others with respect, dignity and developing a greater appreciation for ourselves. These expectations are reflected in all school programs, policies, and procedures. Positive behavior, contributions and accomplishments of all students and staff are recognized and rewarded both personally and publicly. Student groups (Student Council, STAR students) meet regularly to foster personal and social skills development.

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The unique relationship between Danbury (Special Education) School and Sumner Elementary School has resulted in both schools benefiting from our students' daily interactions with each other. Our school's theme, TEAM (Together Everyone Achieves More) is reinforced campus wide to strengthen our philosophical commitment to cooperation. Project Wisdom helps our students develop sound character and understand the responsibilities that go along with living in a democracy. Through weekly discussions and activities that focus on the 'Word of the Month' students develop an understanding of the essential skills of knowing and managing emotions, showing ethical and social responsibility, respecting others, appreciating diversity, building relationships, and cooperating. Monthly literature selections reinforce the theme throughout all classrooms. Parents receive three different school/PFA newsletters to provide a school to home link on a weekly basis.

Opportunities for Parental Involvement

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

Contact Person Name: Stephen Hamilton

Contact Person Phone Number: (909) 398-0335 ext. 8

Participation by our parents is of critical importance to the continuing growth and well being of our students. Parents are active on campus and support our programs through classroom volunteer efforts, clerical assistance, PFA membership, and School Site Council and various advisory committee involvements. Parents are frequent visitors to the classrooms, enriching curriculum with their professional expertise and personal involvement. Additional enrichment comes through volunteers from local college students, parents, and community members. Sumner/Danbury teachers have received the Claremont community Best B.E.T. grants each year to develop classroom projects. Our local Dominos Pizza supports our Reading Rally Program by providing 'Pizza with the Principal' each month. For additional information about organized opportunities for parent involvement at Danbury (OH) School, please contact Stephen Hamilton at 909-398-0335 ext.8.

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	1	Grade 4	8
Grade 1	10	Grade 5	7
Grade 2	3	Grade 6	15
Grade 3	6	Total Enrollment	50

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	6.00%	Economically Disadvantaged	67.00%
Hispanic or Latino	60.00%	English Learners	8.00%
White (Not Hispanic)	34.00%	Students With Disabilities	100.00%

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Average Class Size and Class Size Distribution

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	
	Number of Class		Number of Class		Number of Class	
	Avg. Class Size	1-20	Avg. Class Size	1-20	Avg. Class Size	1-20
K	6	1	5	1	3	1
1	10	1	7	1	8	1
2	8	1	7	1	--	--
3	6	1	7	1	--	--
4	7	1	7	1	7	1

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The district maintains staff and site custodians who maintain the campus and buildings. To sustain a safe and healthy environment all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, playground equipment safety checks, and work safety issues. Each school has developed a safety plan. This can be found at each school office as part of their Comprehensive School Improvement Plan.

Students and staff participate in regularly scheduled fire and disaster training drills. The district provides each site Emergency Preparedness Plan and Operations Manual. In turn, each site has developed a specific Emergency Plan that is in compliance with California Government Code 8607, California Standardized Emergency Management System (SEMS), and California Education Code, Section 35295. The plans were developed in cooperation with state, county, and city officials and include specific courses of action to be taken in case of an emergency. All of the schools meet Filed Act requirements.

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	0.00%	0.00%	0.00%	0.20%	0.16%	0.14%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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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.

The Facilities - Danbury School was built in 1998 adjacent to Sumner School and has 5 teaching stations, including an Adapted P.E. room, an office, and 4 teaching stations on the Sumner campus. A section of the Danbury facility is shared with the California Children's Services (CCS) a state agency serving children with specific and serious health concerns. CCS provides services such as Occupational and Physical Therapy, equipment supply and equipment repair. This relationship between Danbury (OH) School and CCS allows for a unique relationship that helps the SELPA better serve its students.

Maintenance and Repair - The District takes great efforts to ensure that all schools are clean, safe, and functional. While some District buildings show wear, continual work is done to assure buildings and grounds are in good, safe working order. This is done in a manner that does not distract from a positive learning environment. Head custodians undergo special training and regularly inspect schools and report needed repairs promptly. All school facilities are inspected annually by the fire department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency work orders or routine Work Request/Work Orders are used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget - The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects - During the summer prior to the 2004-05 school year, Sumner Elementary School underwent infrastructure modernization for plumbing, electrical and data lines. A second phase of modernization was completed in the summer prior to the 2005-2006 school year, which included fire/safety, bathrooms, and ADA compliance.

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			
Windows/Doors/Gates (interior and exterior)	x			
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			
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	8	7	8	307
Without Full Credential	1	1	0	15
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
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%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	97.0%	3.0%

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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.

Title	Number of FTE Assigned to School
Nurse	1.0
Speech/Language/Hearing Specialist	1.0

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, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin Publisher (adopted 2003), plus supplemental materials.	0
Mathematics	Scott-Foresman Publishers (adopted 2001), plus supplemental materials.	0
Science	Scott-Foresman Publishers (adopted 2007), plus supplemental materials. Prentice-Hall Publishers (adopted 2007) for sixth grade.	0
History-Social Science	Houghton-Mifflin (K-5) (adopted 2006), Prentice Hall (6th grade) (adopted 2006), plus supplemental materials.	0
Foreign Language	NA	
Health	NA	0
Science Laboratory Equipment (grades 9-12)	NA	

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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	\$791.00	\$488.00	\$303.00	\$73,864.00
District	--	--	--	\$61,323.00
Percent Difference - School Site and District	--	--	--	-20%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	94%	-26%

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.

Other services and programs found at Danbury School include: Adapted Physical Education, Speech/Language Services, Conductive Education, Low Incidence funding of specialized equipment, technology applications to the physically impaired, and various supplies and equipment for medical procedures.

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	\$40,359.00	\$38,479.00
Mid-Range Teacher Salary	\$59,561.00	\$60,306.00
Highest Teacher Salary	\$81,434.00	\$74,193.00
Average Principal Salary (Elementary)	\$98,333.00	\$92,985.00
Average Principal Salary (Middle)	\$103,690.00	\$98,305.00
Average Principal Salary (High)	\$112,986.00	\$107,384.00
Superintendent Salary	\$152,970.00	\$155,314.00
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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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	2005	2006	2007	2005	2006	2007
English-Language Arts	7%	57%	59%	60%	40%	42%	43%
Mathematics	27%	52%	54%	52%	38%	40%	40%
Science	--	44%	51%	56%	27%	35%	38%
History-Social Science	--	49%	47%	52%	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
Hispanic or Latino	--	--	--
White (Not Hispanic)	--	--	--
Male	--	--	--
Female	--	--	--
Economically Disadvantaged	--	--	--
Students With Disabilities	--	--	--

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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	District			State		
	2005	2006	2007	2005	2006	2007
Reading	61%	63%	66%	41%	42%	42%
Mathematics	68%	66%	73%	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.

No Data Available

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.

No Data Available

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/>.

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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	1	C	C
Similar Schools	N/A	C	C

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	251	129	51	909

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	Yes

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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	District
Program Improvement Status	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Teachers, certificated support staff and classified paraeducators all have the opportunity to one degree or another, in professional development activities. These include but are not limited to conferences on issues related to: Speech/Language development, Adapted P.E/kinesiology, legal issues, maintaining student records, teaching strategies, specific grade level instruction, art & the brain, CPR certification, autism and monthly technology trainings.