

11. Education

The quality of an area's educational institutions can be a critical factor in a person's decision on where to live and raise a family. Education is considered one of the most fundamental socioeconomic indicators of a successful life, and a county with substantial, respectable schools is very attractive to parents.

The indicators in this section cover enrollment volume and student performance, each indicating different aspects of the local community. Enrollment data can be used to refine the estimate of population by age (section one) and school performance can influence employment and income potential (sections four through six). Good performance in schools can help residents avoid the need for public assistance health and welfare programs (sections nine and ten).

School enrollment for El Dorado County residents has decreased by an average rate of 0.1 percent since 1998, and yet there was a 1 percent decrease in enrollment in the 2008-2009 school year. The dropout rate in El Dorado County in 2007 was 3.7, and the county rate has been lower than the state rate since 1991. SAT scores have remained relatively constant with an average of 1,087 points between 1994 and 2004, and an average of 1,614 points between 2005 and 2007, which is over 100 points higher than the state average (since 2005, the total points possible has increased).

Language and Immigration Trends

California has always been a desirable 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 that immigrant children are exhibiting. Currently, the number of students enrolled in grades K-12 that are not proficient in the English language is nearing 25 percent. The growth rate of students with limited English skills exceeds the increase in enrollment,

and the amount of students who never become proficient in English by the end of high school is alarmingly high.

The majority of the students who enter the school system with limited English proficiency skills are learning English as their second language (ELL). They are not immigrants themselves, but their parents are immigrants who are often lacking strong 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 ELL students is Spanish, followed by various Asian languages. The lack of English proficiency in the U.S. contributes to problems that will affect these students later in life, such as lower incomes, fewer options for employment, and a depressed labor market. The future of these children depends greatly on the instruction they receive in school.

At this time, ELL students are so severely lacking English proficiency skills that it is difficult for them to succeed in regular school instructional programs. This is largely due to the lack of credentialed teachers working with them, a lack of a specialized curriculum used to provide instruction to them, the poverty levels of ELL families, and the social pressures that these students feel. The goal of California schools is to prevent students from exiting

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the school system without basic mastery of the English language. The right programs and opportunities should enable the students to achieve exceptional success in the future.

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 begin impacting children at an early age and continue influencing them throughout their lives. By examining the educational opportunities at home, it becomes clear which resources a child may be lacking during the developmental stages of 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. Parents with a higher education, especially mothers raising children at home, usually produce children who pursue higher educations. If the parents have a strong educational background, they are more likely to take an active role in encouraging learning. The income level can influence 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.

Often, the amount of education a person achieves has a strong influence on occupations, earnings, poverty, and health care.

School Enrollment

Overview

Total enrollment as reported by the California Department of Education is shown for the 1990-1991 school year through the 2007-2008 school year. The data was compiled from the California Basic Education Data System (CBEDS). On October 4th of each year, CBEDS records the number of students enrolled in 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.

School enrollment is the most useful indicator of change in the child population after the 2000 Census. As discussed in the age distribution indicator in sec-

tion one, the decennial census is the only time when population by age is counted, and any data for later years is typically a projection of 2000 Census data. The child population is the most difficult to project because of changing family migration and fertility patterns. School enrollment provides the best data with which to estimate the population of children in the community.

School enrollment data is also essential to determine the amount of government funding that schools receive. Funding is based primarily on enrollment and average daily attendance.

Enrollment trends provide insight into a school's financial stability. Since school districts often face funding challenges, understanding trends in enrollment

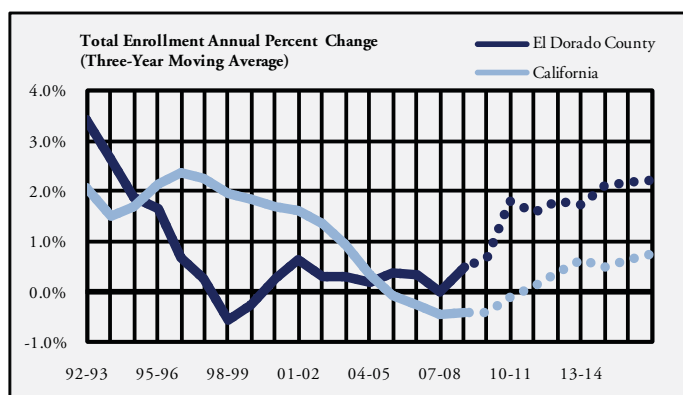
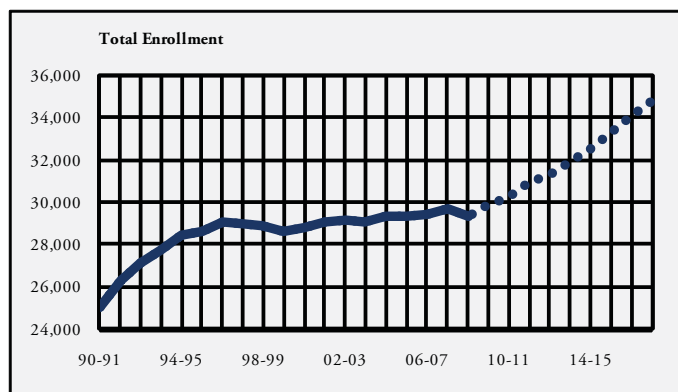
will help them produce more accurate financial plans.

El Dorado County

In the 2008-2009 school year, 29,325 students were enrolled in El Dorado County schools. This number represents a 1 percent decrease from the 2007-2008 year, and enrollment is expected to increase to 30,932 by 2012. Total enrollment in the county has increased by over 461 students since the 1998-1999 school year.

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 %
2003-04	29,072	-0.3 %
2004-05	29,368	1.0 %
2005-06	29,332	-0.1 %
2006-07	29,417	0.3 %
2007-08	29,662	0.8 %
2008-09	29,325	-1.1 %
2017-18	34,781	n/a

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



High School Dropout Rate

Overview

High school dropout rates measure how many students complete the state-mandated curriculum requirements. In order for a student to be officially designated as a dropout, she must have been previously enrolled in any grade level, 7-12, and left school without re-enrolling in another public or private educational institution or school program for forty-five consecutive days. The annual dropout rate is calculated using dropout and enrollment counts from the same year. The one-year dropout rate is the number of dropouts in grades 9-12 divided by the total enrollment in those grades.

In the twenty-first century, the completion of high school is a requirement for most jobs in America. Even many lower skilled jobs require a high school diploma. According to the U.S. Census Bureau, people with a high school diploma who did not attend college earn 23 percent more per year on average than those without a diploma. The employment rate for high school dropouts is 11 percent less than the rate for high school graduates.

High dropout rates may indicate social issues with families in the community. It may also indicate a workforce that is not skilled enough to attract higher wage jobs to the area, which is important for economic development.

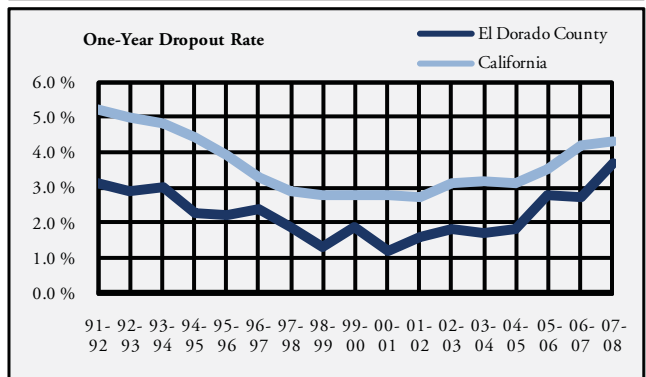
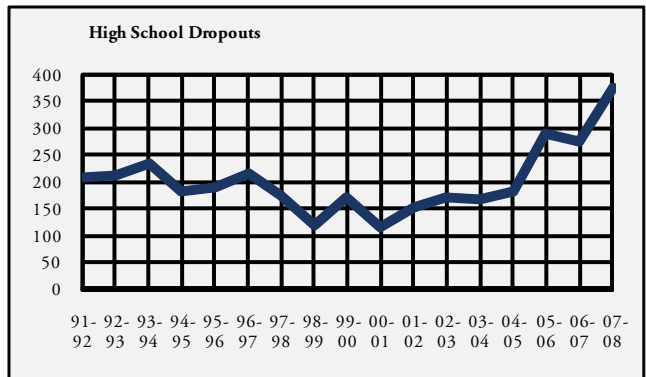
El Dorado County

There were 375 students designated as high school dropouts in El Dorado County in 2007, or a 3.7 dropout rate. This number is lower than the 4.3 one-year dropout rate in California.

High School Dropouts

School year	El Dorado County		California
	Number of dropouts	One yr. dropout rate	One yr. dropout rate
1991-92	210	3.1 %	5.2 %
1992-93	212	2.9 %	5.0 %
1993-94	233	3.0 %	4.8 %
1994-95	184	2.3 %	4.4 %
1995-96	189	2.2 %	3.9 %
1996-97	217	2.4 %	3.3 %
1997-98	176	1.9 %	2.9 %
1998-99	119	1.3 %	2.8 %
1999-00	171	1.9 %	2.8 %
2000-01	115	1.2 %	2.8 %
2001-02	154	1.6 %	2.7 %
2002-03	170	1.8 %	3.1 %
2003-04	166	1.7 %	3.2 %
2004-05	184	1.8 %	3.1 %
2005-06	289	2.8 %	3.5 %
2006-07	277	2.7 %	4.2 %
2007-08	375	3.7 %	4.3 %

Source: California Department of Education



Average SAT Scores

Overview

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. Academic, demographic, and socioeconomic factors affect the results of the test scores. The largest factor affecting average SAT scores is the number of students taking the test; as the number of test takers increases, scores tend to fall.

Students are required to take the test only if they plan on attending a college that requires it for admission. This is the primary reason the SAT is not an accurate 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 achievers to participate. For this reason, the percentage of students who took the exam is provided.

Students receive scores for a critical reading section, a mathematics section, and a writing section. Each SAT section score is reported on the 200-800 scale, where 200 is low and 800 is high. There is a maximum score of 800 on the verbal and mathematical sections of the SAT. Students also receive two writing subscores: a multiple-choice score from 20 to 80 and an essay score from 2 to 12. The total writing score, which is a combination of the multiple-choice and essay scores, is reported on the 200-800 scale. The essay makes up approximately 30 percent of the total writing score. The highest possible score a student can receive is 2400.

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

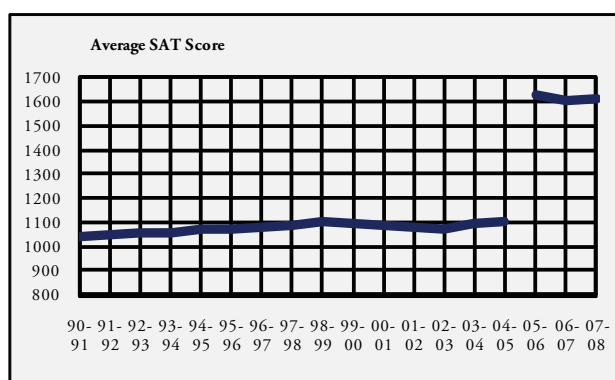
Average SAT Scores

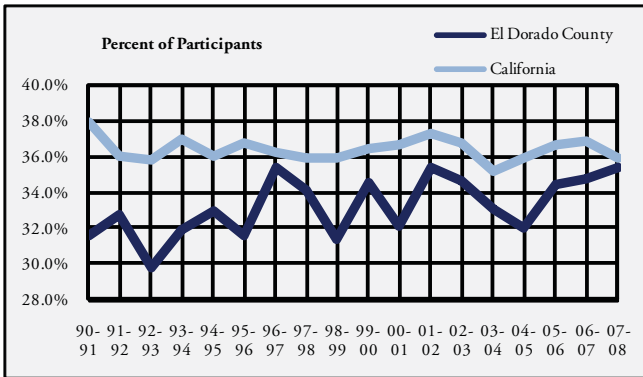
Year	El Dorado County		California	
	Percent of students who took the SAT	Avg. SAT score	Percent of students who took the SAT	Avg. SAT score
1990-91	31.6 %	1038	37.9 %	994
1991-92	32.7 %	1045	36.0 %	996
1992-93	29.8 %	1056	35.8 %	994
1993-94	31.9 %	1053	37.0 %	991
1994-95	33.0 %	1070	36.0 %	997
1995-96	31.6 %	1076	36.7 %	1001
1996-97	35.4 %	1081	36.2 %	1004
1997-98	34.1 %	1090	35.9 %	1007
1998-99	31.4 %	1106	35.9 %	1007
1999-00	34.6 %	1094	36.5 %	1009
2000-01	32.1 %	1091	36.7 %	1008
2001-02	35.4 %	1078	37.3 %	1006
2002-03	34.7 %	1074	36.7 %	1012
2003-04	33.1 %	1094	35.2 %	1015
2004-05	32.0 %	1106	35.9 %	1020

Source: California Department of Education

Year	El Dorado County		California	
	Percent of students who took the SAT	Avg. SAT score	Percent of students who took the SAT	Avg. SAT score
2005-06	34.4 %	1631	36.7 %	1506
2006-07	34.7 %	1601	36.9 %	1497
2007-08	35.4 %	1610	35.9 %	1500

Source: California Department of Education





Academic Performance Index (API)

Overview

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 yearly beginning in second grade and continuing through eleventh grade. The base year for a school's API result is 2006. 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.

In 2004, the API was recognized as a measure of Adequate Yearly Progress under the No Child Left Behind (NCLB) Act of 2001. Through this act, school districts, county boards of education, and the state will receive API reports.

The 2006 base API incorporates the results of school performance in California's Standardized Testing and Reporting (STAR) program, the California High School Exit Examination (CAHSEE), and the California Alternate Performance Assessment (CAPA).

The API is calculated on a scale from 200-1000, using individual student performance on four different tests.

The CAT/6 Survey assesses the achievement of basic academic skills in key subjects that are commonly taught in public schools throughout the United States. The CAT/6 Survey allows us to compare the performance of California students to the performance of students throughout the nation.

The California Standards Test (CSTs) is the cornerstone of the STAR Program given in English and is designed to tell us how well students are doing according to California academic standards. These academic standards describe what students should know and be able to accomplish at each grade level.

The CAPA test is available to students with significant cognitive disabilities who are unable to take the CSTs and CAT/6 Survey even with accommodations or modifications. This test assesses how well students have achieved a subset of California academic standards in English, language arts, and mathematics.

State law, enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma. Beginning with the 2005-2006 school year, all California public school students are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma. The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade level competency in reading, writing, and mathematics.

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. The annual growth rate target for schools is equal to 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.

The California Department of Education did not calculate API scores for schools with less than 100 students

with valid Stanford 9 test scores, or county administered, alternative, continuation, independent, or community day schools.

Stanford 9 tests the following skills:

READING: Assesses comprehension of three types of reading material: textural (nonfiction, general information); recreational (fiction); and functional (material encountered in everyday life, such as advertisements). Test questions tap various comprehension skills from the basic literate level up to the inferential and critical levels of reading comprehension.

MATHEMATICS: Assesses the ability to compute as well as apply math concepts to problem-solving situations. Skills in interpreting a graph or a chart and in the application of principles of geometry, measurement, and probability are also assessed.

LANGUAGE: Assesses punctuation and capitalization skills and the ability to apply grammatical concepts correctly. Test questions also assess language expression, or the ability to manipulate words, phrases, and clauses, and the ability to recognize correct, effective sentence structure and writing style.

All test questions are in a multiple-choice format.

Combined with SAT scores, API scores can indicate either the learning ability of children in the community, or measure the effect of broader social or economic maladies in the community on children.

It is also important to keep track of a school's API scores because NCLB includes provisions allowing the state to assume more financial and administrative control over local schools that do not make the required improvements in test scores toward a national benchmark.

NOTE: "A" means the school scored at or above the interim statewide performance target of 800.

El Dorado County

In the following list, every elementary and secondary school in El Dorado County is listed alphabetically, with each school's API scores from 2004 to 2008.

Academic Performance Index (API)

School	API 2004	API 2005	API 2006	API 2007	API 2008
Black Oak Mine Unified					
Creekside Elementary	768	791	823	845*	856*
Georgetown Elementary	752	767	772	781	770
Northside Elementary	810	823	811	818	817
Golden Sierra High	714	699	738	731	773
Otter Creek Elementary	948	981*	912*	853*	883*
Buckeye Union Elementary					
Blue Oak Elementary	816	826	840	833	832
Brooks (William) Elementary	863	867	886	898	896
Buckeye Elementary	823	812	821	838	823
Silva Valley Elementary	865	880	887	889	901
Camorado Springs Intermediate	820	835	837	824	813
Rolling Hills Middle	869	878	880	898	892
Camino Union Elementary					
Camino Elementary	773	785	791	803	828
El Dorado Union High					
El Dorado High	746	754	764	n/a	793
Oak Ridge High	822	826	839	841	865
Ponderosa High	797	820	828	836	851
Union Mine High	758	802	795	790	798
Gold Oak Union Elementary					
Gold Oak Elementary	795	791	814	824	810
Pleasant Valley Middle	813	825	812	814	814
Gold Trail Union Elementary					
Sutter's Mill Primary	844	854*	885*	876*	847
Gold Trail Elementary	809	856	861	827	838
Indian Diggings Elementary					
Indian Diggings Elementary	736	785*	762*	799*	811*
Lake Tahoe Unified					
Bijou Community (Elem)	677	638	646	613	625
Sierra House Elementary	813	744	773	758	768
Tahoe Valley Elementary	721	773	725	721	743
South Tahoe Middle	708	720	740	769	772
South Tahoe High	653	706	726	725	730

Academic Performance Index (API), cont'd

School	API 2004	API 2005	API 2006	API 2007	API 2008
Latrobe Elementary					
Miller's Hill Elementary	890	897	871	886	884
Latrobe Elementary	791	863*	862*	907*	936*
Mother Lode Union Elementary					
Brown (Charles F.) Elementary	777	769	784	834	791
Indian Creek Elementary	843	843	861	834	857
Green (Herbert C.) Elementary	804	813	799	850	878
Pioneer Union Elementary					
Pioneer Elementary	800	823	809	808	800
Mountain Creek Middle	816	849	848	873	847
Grizzly Pines Elementary	850	884*	936*	911*	846*
Learning With A Purpose	585	477*	n/a	n/a	n/a
Placerville Union Elementary					
Schnell (Louisiana) Elementary (Char)	761	761	784	815	803
Sierra Accelerated (Elem)	798	760	800	840	870
Markham (Edwin) Middle	714	713	765	767	808
Pollock Pines Elementary					
Emigrant Trail Elementary	804	n/a	n/a	n/a	n/a
Sierra Ridge Middle	761	781	794	792	794
Pinewood Elementary	751	799	800	835	826
Rescue Union Elementary					
Green Valley Elementary	839	846	862	872	866
Jackson Elementary	887	922	933	931	919
Lake Forest Elementary	890	902	914	911	885
Rescue Elementary	729	756	786	813	771
Marina Village Intermediate	854	853	878	877	896

Source: California Department of Education

* means this API is calculated for a small school, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not

API Statewide Rank and Similar Schools Rank

Overview

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. See the previous indicator for more information on the API.

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 and then divided into ten equal groups. The scale for ranking is one through ten, with one being the lowest. Schools that receive a rank of one are in the bottom 10 percent of the state and schools that receive a score of ten are in the top 10 percent of the state.

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. Schools are able to study the strategies that similar schools with higher rankings are implementing to help improve their own performance.

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

Many steps are used to calculate the similar schools rank. Schools were divided into grade level categories (elementary, middle, and high school), assigned a School Characteristic Index, and divided into groups of 100 with similar indices. Once schools were divided into their simi-

lar schools groupings, they were ranked within each group by comparing their API scores. The following is a list that describes each rank:

9 or 10	Well above average
7 or 8	Above average
5 or 6	About average
3 or 4	Below average
1 or 2	Well below average

The statewide rank allows comparison between local school performance and performance statewide. This is the raw comparison that can be used to evaluate the competitiveness of local school graduates. Those areas with high statewide rank have the ability to attract employers seeking high school graduates with higher skill levels.

The similar schools rank is more of a social indicator than the statewide rank. It measures how well the school is doing compared to other schools in areas that likely face many of the same economic and social challenges. In other words, it measures the academic performance of the school taking possible economic and social hardships into account.

Statewide and Similar Schools Rank

School	2008	
	statewide rank	2008 similar schools rank
Black Oak Mine Unified		
Creekside Elementary	9*	n/a
Georgetown Elementary	5	3
Northside Elementary	7	6
Golden Sierra High	8	7
Otter Creek Elementary	9*	n/a
Buckeye Union Elementary		
Blue Oak Elementary	8	2
Brooks (William) Elementary	10	8
Buckeye Elementary	7	3
Silva Valley Elementary	10	6
Camerado Springs Intermediate	8	2
Rolling Hills Middle	10	5
Camino Union Elementary		
Camino Elementary	8	9
El Dorado Union High		
El Dorado High	9	8
Oak Ridge High	10	7
Ponderosa High	10	9
Union Mine High	9	4
Gold Oak Union Elementary		
Gold Oak Elementary	7	2
Pleasant Valley Middle	8	5
Gold Trail Union Elementary		
Sutter's Mill Primary	8	5
Gold Trail Elementary	9	4
Indian Diggings Elementary		
Indian Diggings Elementary	7*	n/a
Lake Tahoe Unified		
Bijou Community (Elem)	1	1
Sierra House Elementary	5	7
Tahoe Valley Elementary	4	3
South Tahoe Middle	6	7
South Tahoe High	6	9

Statewide and Similar Schools Rank, cont'd

School	2008	
	statewide rank	2008 similar schools rank
Latrobe Elementary		
Miller's Hill Elementary	10	9
Latrobe Elementary	10*	n/a
Mother Lode Union Elementary		
Brown (Charles F.) Elementary	6	4
Indian Creek Elementary	9	10
Green (Herbert C.) Elementary	10	10
Pioneer Union Elementary		
Pioneer Elementary	7	5
Mountain Creek Middle	9	10
Grizzly Pines Elementary	8*	n/a
Learning With A Purpose	n/a	n/a
Placerville Union Elementary		
Schnell (Louisiana) Elementary (Char)	7	5
Sierra Accelerated (Elem)	9	10
Markham (Edwin) Middle	8	9
Pollock Pines Elementary		
Emigrant Trail Elementary	n/a	n/a
Sierra Ridge Middle	7	3
Pinewood Elementary	8	6
Rescue Union Elementary		
Green Valley Elementary	9	4
Jackson Elementary	10	4
Lake Forest Elementary	9	1
Rescue Elementary	5	1
Marina Village Intermediate	10	4

Source: California Department of Education