

School Accountability Report Card

Issued Spring 2010 for Academic Year 2008–09

What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).

The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

studata.sandi.net/research/sarcs/

Contents

Data and Access	2
About This School	2
School Climate	3
School Facilities	3
Teachers	4
Support Staff.....	5
Curriculum and Instructional Materials.....	5
Instructional Planning and Scheduling	6
School Finances	6
Student Performance.....	7
National Assessment of Educational Progress.....	9
Accountability.....	10
School Completion and Postsecondary Preparation (Secondary Schools).....	11
Appendix: Adopted Texts and Instructional Materials.....	12



Challenger Middle School

10810 Parkdale Ave., San Diego, CA 92126-2516

Phone: (858) 586-7001

E-mail: *None provided*

Web: www.challengerms.org

Sheelagh Moran, Principal

School Description and Mission Statement

As a community, we work to develop and nurture life-long learners, a love of learning, the pursuit of personal excellence, responsible citizens of good character, a safe environment, and a community that embraces diversity. Challenger Middle School is on a traditional schedule and is located in the community of Mira Mesa, north of the MCAS Miramar. Our school is named in honor of the Space Shuttle Challenger, and her courageous crew, which included the first "Teacher in Space," Christa McAuliffe. Challenger opened its doors in 1996. Since then, we have been recognized twice as a California Distinguished School—in 2001 and 2009.

We have consistently met our Academic Yearly Progress (AYP) goals, which measure our students' progress against state standards. Our community is focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities available for students in need of supplementary assistance includes after-school tutoring and in-school intervention support classes. Students' special needs may also be met by the Gifted and Talented Education (GATE) "cluster" and "seminar" classes, English learner classes, and a special education support system (SAI).

Faculty members teaching common grade levels and content areas are provided the opportunity to work collaboratively to analyze data, create common assessments, determine course sequence/pace, select grade-level instructional materials, scrutinize units of study, and to develop new units of study based on evidence gathered by data analysis to improve student achievement. Teachers share their "best practices" and insights, which lead to modifications that support access for all students to standards-based grade-level materials.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Challenger Middle School's parents and community volunteers take on many roles to support our students and staff. Support includes supervision on field trips and at dances, constructing haunted houses, and tutoring students. Communication is valued at Challenger Middle School, and we use the following unified approach to reach our community: CTV; weekly bulletins; a school website; ParentConnection, which allows parents to view their students' attendance, scholarship, and test scores via the internet; meetings of the Parent Teacher Student Association, Dads' Club, School Site Council, District Advisory Council, and English Learner Advisory Committee; an auto-dialer telephone messaging; and teacher-parent e-mail. Flyers and letters to parents are mainly translated into Spanish.

If you want to get involved, please contact Julie Vitale at (858) 586-7001, ext. 2211.

Data and Access

Most of the data in this SARC are from the 2008–09 school year or the two preceding years (2006–07 and 2007–08). Graduation, dropout, and fiscal data are from 2007–08. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/documents/definitions09.pdf.

DataQuest

DataQuest is an on-line data tool (<http://dq.cde.ca.gov/dataquest/>) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2008
6	372
7	372
8	386
TOTAL	1,130

Student Enrollment by Group (2008–09)

Student Subgroup	Number of Students	Percentage of Enrollment
African American	97	8.6
Asian	65	5.8
Filipino	279	24.7
Hispanic	260	23.0
Indochinese	173	15.3
Native American	2	0.2
Pacific Islander	16	1.4
White (Not Hispanic)	238	21.1
Socioeconomically Disadvantaged	488	43.2
English Learners	128	11.3
Students with Disabilities	112	9.9

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2006–07				2007–08				2008–09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	25	15	10	21	24	13	26	7	32	2	11	22
Mathematics	25	16	13	18	23	18	21	10	30	3	22	12
Science	31	3	12	22	31	2	6	17	32	2	10	17
History–Social Studies	31	4	11	18	29	5	18	15	32	1	16	18

School Climate

School Safety Plan (2008–09)

Last Review/Update: 12/7/09

Last Discussed with Staff: 12/18/09

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Challenger employs part-time campus supervision aides, and on a consistent basis we have more than one parent on the campus volunteering to assist in campus supervision. Certificated staff members are assigned two days per week to supervise an assigned area before and after school. Staff members are asked to stand at their classroom doors during passing periods and to never to leave students unattended in classes. Administration and counseling staff members are visible on supervision posts before and after school and during lunch. Students riding the bus to and from school are supervised as they board and depart busses. A staff member assists students as they use the crosswalk before and after school. Our gates are locked from 7:15 a.m. to 1:55 p.m., and visitors during school hours have to enter through the main office door, where they are greeted by our secretaries, sign in, and receive a visitor's pass. We have a delivery gate that only certified district and city drivers can open. We use two golf carts to roam our campus quickly to assess these gates regularly.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2006–07		2007–08		2008–09	
		School	District	School	District	School	District
Suspensions	Number	178	14,740	110	12,848	125	12,832
	Rate per 100 students	15.14	24.42	9.69	22.88	11.06	22.64
Expulsions	Number	9	398	3	380	0	278
	Rate per 100 students	0.77	0.63	0.26	0.73	0.00	0.57

School Facilities

School Facility Conditions and Improvements (2009–10)

Challenger is a modern facility with attractively maintained grounds in a quiet neighborhood. The staff and community are committed to continue to brightening the hardscape with landscaping, community gardens, and murals that support Challenger's vision and positive culture.

The i21 Initiative, funded through Proposition S, has delivered a suite of new digital tools to over 20 classrooms at Challenger. The technology is designed to create an engaging and personalized learning environment. The main components include an interactive whiteboard, an audio/visual cabinet, a wireless voice amplification system, an advanced document camera, a DVD player, and a teacher's presentation station. The teachers and students have embraced the new technology. During the next two years grade 7 and 8 classrooms will also have access to i21 classroom equipment.

School Facility Good-Repair Status (2009–10)

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status. The data are not comparable with some previous years’ summaries, which cited only “emergency needs.”

Inspection Date: October 8, 2009

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, Mechanical, Sewer		✓			
Interior: Interior surfaces			✓		Stained ceiling tiles & baseboard molding
Cleanliness: Overall, pest/vermin		✓			
Electrical: Interior/Exterior		✓			
Restrooms / fountains:		✓			
Safety: Fire Safety / Has. Mat.		✓			
Structural: Damage, roofs,		✓			
External: Playground, gates, fences		✓			

* Repair Status: Exemplary, Good, Fair, Poor

	Exemplary	Good	Fair	Poor
Overall Rating		✓		

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2006–07	2007–08	2008–09	2008–09
Full credential and teaching in subject area	48	47	52	7,413
Full credential but teaching outside subject area	6	10	0	243
Without full credential	0	1	0	100
Total	54	58	52	7,756

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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2009–10, the most current data are reported.

Indicator	2007–08		2008–09		2009–010	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	1	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2008–09)

The No Child Left Behind (NCLB) Act required all teachers of core academic subjects to be “highly qualified” no later than the end of the 2007–08 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are those with a student participation rate of 75 percent or greater in the free and reduced-price lunch program. Low-poverty schools are those with rates of 25 percent or less in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	97.5	2.5
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.5	0.5
Low-Poverty Schools in District	99.7	0.3

Support Staff

Academic Counselors and Other Support Staff (2008–09)

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.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	376.67
Library Media Teacher (Librarian)	0.5	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.9	
Social Worker	0.0	
Nurse	0.6	
Speech/Language/Hearing Specialist	0.6	
Resource Specialist (Non-Teaching)	0.0	
ELST	0.5	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2009–10)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social studies, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	0
Health	0
History–Social Studies	0
Mathematics	0
Science	0
Science Laboratory Equipment (grades 9–12)	0
Visual and Performing Arts	0
World Language	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2009–10)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

Instructional Planning and Scheduling

Professional Development

Through the district’s educational strategies, the Instructional Support Services Division collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions focus on differentiating instruction to meet the needs of all learners and often target the needs of our English language learners, Special Education students, and other struggling learners. Each year, principals identify a focus for schoolwide professional development, as well as determine areas of individual need. Throughout the year, principals conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focused primarily on school-based professional learning in relation to the school’s needs.

School Finances

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2007–08)

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 website at www.cde.ca.gov/ds/fd/ec/ and 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	\$5,479	\$1,106	\$4,373	\$69,608
District			\$4,629	\$63,424
Difference: School Site and District (%)			-5.5	9.8
State			\$5,512	\$67,049
Difference: School Site and State (%)			-20.7	3.8

Types of Services Funded (2008–09)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2007–08)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$39,412	\$42,065
Mid-Range Teacher Salary	\$59,886	\$67,109
Highest Teacher Salary	\$80,592	\$86,293
Average Principal Salary (Elementary School Level)	\$109,261	\$107,115
Average Principal Salary (Middle School Level)	\$111,356	\$112,279
Average Principal Salary (High School Level)	\$118,395	\$122,532
Superintendent Salary	\$269,000	\$216,536
Percentage of Budget for Teachers' Salaries	38.1	39.4
Percentage of Budget for Administrative Salaries	5.1	5.5

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The CSTs show how well students are doing in relation to the state's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history-social studies in grades 8 and 9–11.

The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards, with or without accommodations. The CMA includes ELA for grades 3–8 and science for grades 5 and 8.

The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

Detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: star.cde.ca.gov. General information about the STAR Program may be found in the "Explaining 2008 STAR Program Summary Results to the Public" guide: www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Program Results

STAR scores are ranked according to five "performance levels": Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

STAR – English–Language Arts

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
6	61.1	71.4	71.9	44.5	49.2	54.5	42	47	52
7	64.1	60.6	74.4	48.7	49.0	54.8	46	49	54
8	58.7	62.1	70.1	42.7	47.2	49.7	41	45	48

STAR – Mathematics

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
6	51.2	63.3	67.4	43.2	45.9	49.2	42	44	49
7	54.9	54.5	67.2	41.0	44.7	47.1	40	41	43
8	38.5	52.7	52.5	27.9	31.9	36.0	33	35	40

STAR – Grade-Level Science

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
8	56.6	72.5	73.5	35.9	47.8	50.8	42	52	56

STAR – History–Social Science

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
8	51.3	54.9	58.0	33.7	35.9	39.8	35	36	42

The following tables show the percentage of students in various state-defined subgroups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2008–09).

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular subgroup is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

2008–09 STAR Subgroups – English–Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
6	69.6	74.5	19.0	79.2	60.1	80.7	35.0	74.2
7	74.6	74.2	15.2	80.5	67.3	79.4	35.0	76.8
8	66.8	73.7	18.2	73.6	59.9	77.9	26.7	72.0

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
6	67.6	67.3	26.8	72.9	57.0	75.3	31.8	69.8
7	70.9	62.6	24.2	71.7	58.5	73.4	50.0	68.2
8	55.1	49.7	16.1	55.8	43.4	59.9	5.4	57.7

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	76.5	70.2	30.4	76.5	63.4	81.2	26.3	76.2

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – History–Social Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	61.2	54.5	12.9	62.1	47.0	66.8	13.2	63.1

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – English–Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	68.0	62.5	78.0	52.2	74.1	*	*	83.8
7	66.7	80.6	82.7	52.5	83.3	*	*	82.9
8	68.8	71.4	71.6	59.6	82.8	—	*	71.9

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	59.3	81.3	65.2	41.8	81.0	*	*	83.5
7	31.3	83.9	71.4	48.7	72.7	*	*	81.7
8	34.3	50.0	67.4	34.0	79.3	—	*	46.5

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	54.5	92.9	77.5	59.6	89.7	—	*	77.3

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	54.3	78.6	55.4	47.4	74.1	—	*	58.3

* = 10 or fewer students tested; — = no data available for this field.

California Physical Fitness Test Results (2008–09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting 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 website at www.cde.ca.gov/ta/tg/pff/.

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.5	25.0	38.3

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (basic, proficient, and advanced). The participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress website at nces.ed.gov/nationsreportcard/.

Only a sample group of California’s schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects statewide test results and is not reflective of either the district or this school. Comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades 4, 8 and 12. (The NAEP assesses grades 9, 13, and 17 for long-term trends.) In addition, the NAEP only provides statewide test results for grades 4 and 8. The California Standards Tests (CST) are based on a different set of standards from those of the NAEP. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English–language arts as a whole, encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE’s NAEP website at www.cde.ca.gov/ta/tg/nr/.

National Assessment of Educational Progress Reading and Mathematics Results by Grade—All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades 4 and 8.

Subject and Grade Level	Average Scale Score			Statewide Percentage at Achievement Level		
	District	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	210	209	220	30	18	5
Reading 2007, Grade 8	250	251	261	41	20	2
Mathematics 2009, Grade 4	236	232	239	41	25	5
Mathematics 2009, Grade 8	280	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level—All Students

This table displays the district, state, and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Subject and Grade Level	Students with Disabilities Participation Rate (%)			English Language Learners Participation Rate (%)		
	District	State	National	District	State	National
Reading 2007, Grade 4	77	74	65	94	93	80
Reading 2007, Grade 8	72	78	66	93	92	77
Mathematics 2009, Grade 4	77	79	84	96	96	94
Mathematics 2009, Grade 8	61	85	78	93	96	92

Accountability

Academic Performance Index

The Academic Performance Index (API) is a 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 API website at 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 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2006–07	2007–08	2008–09
Statewide	8	8	9
Similar Schools	6	4	9

API Changes by Student Group—Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: A dash (—) means that the student group is not numerically significant for the years shown, "B" means the school did not have a valid 2008 API Base and will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information. Gray areas indicate measures for which no data were collected.

Group	Actual API Change			API Score
	2006–07	2007–08	2008–09	2008–09
All Students at the School	17	27	12	862
African American	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	21	7	18	922
Filipino	11	26	11	884
Hispanic	14	64	24	787
Indochinese	—	—	—	—
Pacific Islander	—	—	—	—
White	5	27	12	881
Socioeconomically Disadvantaged	24	57	15	825
English Learners			-7	780
Students with Disabilities			—	—

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 AYP website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2008–09)

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	No	No
Participation Rate—English—Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English—Language Arts	Yes	No
Percentage Proficient—Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (2009–10)

Schools that receive Title I funding must enter federal 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 website at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009–10
Year in Program Improvement		1
Number of Schools Currently in Program Improvement		82
Percentage of Schools Currently in Program Improvement		39.6

School Completion and Postsecondary Preparation (Secondary Schools)

This section does not apply to this school.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
Middle Level School				
ELA	6–8	English 6th–8th	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002–03
ELD	6–8	ESL Level 1	<i>High Point Level A & The Basics</i> , Hampton <i>Keys to Learning</i> , Pearson Longman	2003–04 2008–09
ELD	6–8	ESL Level 2	<i>High Point Level B</i> , Hampton <i>Shining Star Level A</i> , Pearson Longman	2003–04 2008–09
ELD	6–8	ESL Level 3	<i>High Point Level C</i> , Hampton <i>Shining Star Level C</i> , Pearson Longman	2003–04 2008–09
H-SS	6	Social Science 6th	<i>Holt CA Social Studies: World History, Ancient Civilizations</i> , Holt McDougal	2007–08
H-SS	7	World History 7th	<i>Holt CA Social Studies: World History, Medieval to Early Modern Times</i> , Holt McDougal	2007–08
H-SS	8	U.S. History 8th	<i>Holt CA Social Studies: U.S. History, Independence to 1914</i> , Holt McDougal	2007–08
Math	6	Mathematics 6th	<i>Prentice Hall Mathematics: Grade 6, California Edition</i> , Prentice Hall	2009–10
Math	7	Pre-Algebra 7th	<i>Prentice Hall Mathematics: Pre-Algebra, California Edition</i> , Prentice Hall	2009–10
Math	7	Pre-Algebra Advanced	<i>Prentice Hall Mathematics: Pre-Algebra, California Edition</i> , Prentice Hall	2009–10
Math	8	Algebra Readiness MS	<i>Prentice Hall California Algebra Readiness</i> , Pearson Prentice Hall	2008–09
Math	7–8	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009–10
Math	7–8	Algebra 1-2 Advanced	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009–10
Math	8	Geometry 1,2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2009–10
Math	8	Geometry 1,2 Advanced	<i>Geometry</i> , McDougal Littell	2004–05
Science	6	Science 6th	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008–09
Science	7	Science 7th	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2008–09
Science	7	Science 7th - Computers & Technology 1,2	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2008–09
Science	8	Science 8th	<i>Interactions in Physical Science, It's About Time</i>	2008–09
Science	8	Science 8th 1,2 Advanced	<i>Interactions in Physical Science, It's About Time</i>	2008–09

Note: ELA = English language arts; ELD = English language development; H-SS = History–Social Studies.