

School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

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:

sandi.net → Departments → Research & Reporting → SARC

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Hage Elementary School

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Eric Takeshita, Principal

School Description and Mission Statement

Our mission for the students, staff, and parent community of Hage Elementary is to interact as a family. We believe in respecting ourselves and others, working cooperatively, developing self-esteem, and communicating openly. We strive to create a community of learners who are literate and who can solve problems. Our curriculum is standards-based and stresses higher-level thinking skills. We use technology to support teaching and learning. We work together to develop students' social skills and to foster lifelong learning capacity.

Hage has improved its delivery of focused and purposeful English language development (ELD) instruction. We have an English learner support teacher and one part-time retired teacher who works in small-group settings with students identified through an assessment review. These two fully credentialed teachers use two classrooms to provide this small-group instruction.

In addition to our added ELD instruction, Hage continues to have an outstanding physical education program. Our PE teachers see students every day throughout the day for a variety of foci: increased physical movement and activity class time (IMPACT), dancing fitness, and motor lab, which are all in addition to the regular district PE program. Grade-level literacy and math curriculum are infused into as many PE activities as possible. Our PE teachers provide instruction in multiple locations on campus: in the multipurpose room, the motor lab (classroom), and our three playgrounds (upper, primary, and kindergarten).

Several students with moderate to severe disabilities are members of our student body. All the general education teachers at Hage welcome collaboration with our educational specialists in order to provide as many meaningful, inclusive activities as possible. This creates the understanding that all students at Hage are full members of our Panther community.

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.

Hage is committed to increasing community and parent involvement at our school. We have active parent groups that support our school: our Volunteer Program, Parent Teacher Association, School Site Council (SSC), and Site Governance Team (SGT). The SSC monitors our school's Single Plan for Student Achievement, which clearly outlines how the site budget funds will be allocated to support students. All stakeholders are represented on the SSC and SGT.

If you want to get involved, please contact Eric Takeshita, principal, at (858) 566-0273.

Data and Access

Most of the data in this SARC are from the 2009–10 school year or the two preceding years (2007–08 and 2008–09). Graduation, dropout, and fiscal data are from 2008–09. 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/sarc0910.asp.

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 7, 2009
Kindergarten	127
1	126
2	115
3	107
4	139
5	119
TOTAL	733

Student Enrollment by Group (2009–10)

Student Group	Number of Students	Percentage of Enrollment
African American	54	7.4
Asian	76	10.4
Filipino	144	19.6
Hispanic	137	18.7
Indochinese	117	16.0
Native American	0	0.0
Pacific Islander	4	0.5
White (Not Hispanic)	157	21.4
Two or More Races	44	6.0
Socioeconomically Disadvantaged	244	33.2
English Learners	245	33.4
Students with Disabilities	66	9.0

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–20	21–32	33+		1–20	21–32	33+		1–20	21–32	33+
K	21	3	3	0	20	7	0	0	23	0	5	0
1	20	7	0	0	19	7	0	0	22	0	5	0
2	20	6	2	0	19	6	0	0	22	0	5	0
3	22	0	5	0	20	4	3	0	18	4	2	0
4	32	0	2	1	32	0	2	1	31	0	4	0
5	34	0	0	2	33	0	1	2	26	1	2	1
6	0	0	0	0	0	0	0	0	0	0	0	0
K–3	19	1	0	0	19	1	0	0	16	1	1	0
3–4	0	0	0	0	0	0	0	0	0	0	0	0
4–8	30	0	1	0	33	0	0	1	31	0	1	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

School Climate

School Safety Plan (2009–10)

Last Review/Update: May 2010

Last Discussed with Staff: October 2010

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.

Our code of conduct provides the basis for a safe learning environment for all our students. We have developed a safe and efficient traffic procedure that moves cars quickly and safely on and off campus. Students are provided with supervision before school in the lunch arbor and playgrounds. After school, students are not to play on the playgrounds as the only supervision after school is focused on traffic.

Our school is a closed campus. That is, all visitors must enter through the office and sign in after school begins, as all gates are locked by 7:50 a.m. Gates are not unlocked until 15 minutes prior to school dismissal. All visitors also are required to log in on our computer check in system that prints out a photo sticker badge to wear on campus.

To promote student safety, a disaster-preparedness plan and procedures for student emergencies are reviewed with staff, students, and parents. Fire and emergency drills are held on a regular basis.

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		2007–08		2008–09		2009–10	
		School	District	School	District	School	District
Suspensions	Number	1	12,848	2	12,832	11	13,199
	Rate per 100 students	0.14	2.86	0.26	3.13	1.50	3.50
Expulsions	Number	0	380	0	281	0	266
	Rate per 100 students	0.00	<0.05	0.00	<0.05	0.00	<0.05

School Facilities

School Facility Conditions and Improvements (2010–11)

All of our grade 3 classrooms have been outfitted with the latest technology in classroom instruction, Promethean interactive whiteboards and netbooks. These are interactive devices that teachers can program for specific lessons or on which they can set up templates for ongoing instruction. Our grade 3 team has been attending a series of professional development meetings that are specifically for building their capacity for fully utilizing these devices for improving student achievement. The Promethean boards are located in five classrooms at Hage.

Hage received upgrades thanks to Proposition MM, including interior and exterior painting, improved access for the physically disabled, technology and electrical upgrades, window blinds, and ceiling fans.

Students and staff take great pride in the appearance of our campus. Litter, graffiti, and maintenance issues are dealt with in a timely manner. Because student achievement is our main concern, every effort is made to provide instructional spaces that are comfortable, well-lit and ventilated, and free from distractions. For the 2010–11 school year we have air conditioning units in all of our grade 5 classrooms as well as our auditorium.

School Facility Good-Repair Status (2010–11)

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Inspection Date: 3/9/2011

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pest/vermin		✓			
Electrical: Interior/exterior			✓		
Restrooms/fountains		✓			
Safety: Fire safety/hazardous materials		✓			
Structural: Damage, roofs		✓			
External: Playground, gates, fences		✓			
Overall Rating		✓			

* Repair Status: E = exemplary, G = good, F = fair, P = poor

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. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
Full credential and teaching in subject area	37	44	37	5951
Full credential but teaching outside subject area	0	0	0	334
Without full credential	3	0	1	98
Total	40	44	38	6378

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 2010–11, the most current data are reported.

Indicator	2008–09		2009–10		2010–11	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2009–10)

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 defined as those with student eligibility rates of approximately 25 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 25 percent or lower 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	100.0	00.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.1	0.9
Low-Poverty Schools in District	99.7	0.3

Support Staff

Academic Counselors and Other Support Staff (2009–10)

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	0.7	733
Counselor (Social/Behavioral or Career Development)	0.5	
Teacher Librarian	0.0	
Library Services Staff (paraprofessional)	0.6	
Psychologist	0.0	
Social Worker	0.8	
Nurse	1.2	
Speech/Language/Hearing Specialist	0.0	
Educational Specialist Mild/Moderate	2.0	
Other (Specify)	0.0	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010–11)

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	Are These Textbooks and Instructional Materials from the Most Recent Adoption?
English Language Arts	0	Yes
Health	0	Yes
History–Social Studies	0	Yes
Mathematics	0	Yes
Science	0	Yes
Science Laboratory Equipment (grades 9–12)	0	Yes
Visual and Performing Arts	0	Yes
World Language	0	Yes

List of Textbooks and Instructional Materials Used in Core Subject Areas (2010–11)

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, history-social science, health, and visual and performing arts), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at www.sandi.net → Departments → Accountability, Office of → Course Information.

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 and 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.

School Finances

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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	\$6,204	\$1,416	\$4,788	\$71,345
District			\$5,262	\$64,318
Difference: School Site and District (%)			-9.0	10.9
State			\$5,681	\$68,179
Difference: School Site and State (%)			-15.7	4.6

Types of Services Funded (2009–10)

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 2008–09)

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	\$42,377
Mid-Range Teacher Salary	\$59,886	\$67,667
Highest Teacher Salary	\$80,592	\$87,102
Average Principal Salary (Elementary School Level)	\$108,779	\$108,894
Average Principal Salary (Middle School Level)	\$111,260	\$113,713
Average Principal Salary (High School Level)	\$119,354	\$124,531
Superintendent Salary	\$269,000	\$223,323
Percentage of Budget for Teachers' Salaries	39.6%	40.2%
Percentage of Budget for Administrative Salaries	5.2%	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, 10, and 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 grade 5.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
2	70.1	74.0	79.0	49.5	55.6	57.0	48	53	53
3	36.6	62.3	63.2	40.8	47.7	46.8	38	47	44
4	81.2	76.5	80.1	56.9	63.7	67.4	55	61	63
5	64.6	81.6	74.9	49.3	57.9	63.2	48	54	58

STAR: Mathematics

Grade Level	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
2	78.4	75.5	81.6	62.4	65.4	66.1	59	63	62
3	68.3	78.4	73.1	62.4	66.4	67.8	61	64	65
4	87.2	66.3	74.3	61.1	67.7	71.0	61	66	68
5	61.1	76.7	57.6	52.3	59.9	62.7	51	57	60

STAR: Grade-Level Science

Grade Level	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
5	57.5	68.7	78.4	46.5	55.5	64.0	46	49	55

The following tables show the percentage of students in various state-defined student groups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2009-10).

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 student group 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.

2009-10 STAR Student Groups: English-Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	79.8	78.3	74.5	82.5	68.8	84.4	40.0	82.8
3	56.0	72.6	69.1	55.4	36.7	75.2	7.1	67.6
4	70.7	87.5	68.1	87.0	71.8	84.9	*	80.1
5	63.4	84.1	60.3	80.5	70.5	78.0	27.3	77.3

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

2009-10 STAR Student Groups: Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	81.7	81.5	81.6	81.6	75.3	84.9	35.0	86.2
3	71.3	75.6	80.9	63.2	60.6	79.4	27.8	77.7
4	71.0	76.8	61.2	82.3	74.8	74.0	41.7	75.6
5	66.3	50.8	57.1	57.8	52.6	61.2	7.7	60.6

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

2009-10 STAR Student Groups: Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	72.3	83.3	63.5	84.1	74.7	81.1	45.5	80.1

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

2009-10 STAR Racial/Ethnic Groups: English-Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
2	*	*	77.8	53.6	84.0	—	—	78.6	—
3	*	71.4	75.0	45.5	68.8	—	—	44.4	—
4	75.0	77.8	74.2	69.6	89.3	—	—	72.7	—
5	*	90.0	61.1	52.9	75.0	—	66.7	76.5	—

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

2009-10 STAR Racial/Ethnic Groups: Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
2	*	*	77.8	50.0	92.0	—	—	75.0	*
3	*	85.7	75.0	52.2	87.5	—	*	52.9	76.9
4	58.3	73.7	61.3	56.5	89.3	—	—	57.1	*
5	*	70.0	52.8	41.2	62.5	—	0.0	66.7	*

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

2009-10 STAR Racial/Ethnic Groups: Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
5	*	90.0	69.4	52.9	87.5	—	33.3	82.4	—

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

California Physical Fitness Test Results (2009–10)

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 tested who met the 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/.

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 student group 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.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.18	38.01	14.04

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 2009 National Assessment of Educational Progress results for reading and mathematics for grades 4 and 8.

Subject and Grade Level	Average Scale Score			Statewide Percentage at Achievement Level		
	District	State	National	Basic	Proficient	Advanced
Reading, Grade 4	213	210	220	30	19	5
Reading, Grade 8	254	253	262	42	20	2
Mathematics, Grade 4	236	232	239	41	25	5
Mathematics, 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 2009 National Assessment of Educational Progress for reading and mathematics 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, Grade 4	73	73	71	94	95	84
Reading, Grade 8	80	81	72	95	95	83
Mathematics, Grade 4	77	79	84	96	96	94
Mathematics, 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	2007-08	2008-09	2009-10
Statewide	9	9	9
Similar Schools	6	6	6

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 2009 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.

Student Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	2	14	-10
African American	—	—	—
American Indian or Alaska Native	—	—	—
Asian	15	-11	-1
Filipino	0	32	-10
Hispanic	—	—	36
Pacific Islander	—	—	—
White (not Hispanic)	-17	12	-18
Socioeconomically Disadvantaged	-25	30	10
English Learners	13	11	-11
Students with Disabilities	—	—	—

2010 API Growth Comparison by Student Group

This table displays, by student group, the 2010 Growth API at the school, district, and state levels.

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 2009 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.

Student Group	2010 Growth API		
	School	District	State
All Students at the School	861	785	767
African American	—	716	686
American Indian or Alaska Native	—	793	728
Asian	906	867	890
Filipino	879	856	851
Hispanic	793	720	715
Pacific Islander	—	771	753
White (not Hispanic)	834	878	838
Socioeconomically Disadvantaged	826	731	712
English Learners	858	702	692
Students with Disabilities	—	615	580

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 (2009–10)

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	n/a

Federal Intervention Program (2010–11)

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		2
Number of Schools Currently in Program Improvement		82
Percentage of Schools Currently in Program Improvement		37.6

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	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	K–6	<i>A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
Health	K–6	<i>Harcourt Health and Fitness</i> , Harcourt School Publishers	2006	2006–07
History–Social Studies	K–5	<i>California Reflections</i> , Harcourt School Publishers	2007	2007–08
History–Social Studies	6	<i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart and Winston	2006	2007–08
Mathematics	K–5	<i>Scott Foresman–Addison Wesley enVision Math</i> , Pearson	2009	2010–11
Mathematics	6	<i>Prentice Hall Mathematics Grade 6, California Edition</i> , Prentice Hall	2009	2009–10
Science	K–5	<i>Full Option Science System (FOSS)</i> , Delta Education	2007	2008–09
Science	6	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008–09
VAPA (Art)	K–6	<i>Portfolios: A State of the Art Program</i> , Kendall Hunt; <i>Arts Attack CA Standards Kit</i> (supplemental)	1998 2008	1998–99 2008–09
VAPA (Dance)	K–6	Online lessons and supplemental materials at: www.sandi.net/depts/vapa	n/a	n/a
VAPA (Music)	K–6	<i>Share the Music</i> , Glencoe -or- <i>Making Music!</i> , Silver Burdett	1998 2008	1999–2000 2008–09
VAPA (Theatre)	K–6	Online lessons and supplemental materials at: www.sandi.net/depts/vapa	n/a	n/a