



# Diamond Valley Middle School

291 West Chambers St. ♦ Hemet, CA 92543 ♦ (951) 925-2899 ♦ Grades 6-8  
Patrice Ballinger, Principal

## 2008-09 School Accountability Report Card

Published during 2009-10



### Hemet Unified School District

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Educational Services

**Dr. LaFaye Platter**  
Assistant Superintendent  
Human Resources

**Vince Christakos**  
Assistant Superintendent  
Business Services

#### Principal's Message

On behalf of the entire Diamond Valley staff, we would like to welcome you to the 2007-2008 school year. We look forward to a year of academic excellence, community support, positive school spirit, and an expectation of maximum student achievement and growth. From core academics to electives and extracurricular programs, Diamond Valley offers challenges and opportunities for every student. We hope you will find Diamond Valley Middle School an ideal environment to further your education and personal development.

We are committed to working hard to make this year much more than "just another school year" and hope that you will take advantage of the many opportunities. Just one more to knock out your score. We encourage parents and students to get involved. We want you to be proud of your school and take care of it.

#### Belief Statements

At Diamond Valley Middle School we believe:

- All students can learn in a safe and supportive learning environment that promotes student achievement.
- Each student is a valued individual with unique physical, cultural, social, emotional and intellectual needs and their education is a key to opportunity, social mobility, and life long learning.
- Teachers, site administrators, district administrators, parents and the community share the responsibility for advancing the school's mission and goals.

#### Mission Statement

All students will continue to learn.

#### Vision Statement

- Students are motivated and willing to learn, curious and polite.
- Teachers are T=mc<sup>2</sup>- motivated, competent, compassionate.
- Administrators are catalyst for change supporting staff through maintaining a flexible approach allowing all to grow and learn according to individual abilities and limitations.
- Parents are active participants in their child's education both inside and outside of school.

#### School Profile

At Diamond Valley Middle School, we strive for academic excellence, exemplary citizenship, and personal pride. Academic growth is monitored throughout the school year using varied forms of assessments to ensure mastery of a standards driven curriculum. In addition to academic development and knowledge, students will develop growth in social and organizational skills. DVMS staff responds immediately by determining reasons for lack of success. We involve all students, teachers, parents, and administrative staff in the process of assessing problems and establishing solutions. Support includes but is not limited to extra-curricular and in school intervention, mentoring, teacher curricular modifications, and parent/teacher team interventions. Accommodations will be made to meet the needs of our diverse population.

#### Opportunities for Parent Involvement

The site addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Patrice Ballinger at (951) 925-2899.

#### District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

## Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

| Enrollment by Student Group      |        |
|----------------------------------|--------|
| 2008-09 Enrollment: 1282         |        |
| African American                 | 9.05%  |
| American Indian or Alaska Native | 1.25%  |
| Asian                            | 1.79%  |
| English Learners                 | 17.00% |
| Filipino                         | 2.57%  |
| Hispanic or Latino               | 46.49% |
| Pacific Islander                 | 1.09%  |
| White (not Hispanic)             | 36.82% |
| Socioeconomically Disadvantaged  | 67.00% |
| Students with Disabilities       | 15.00% |
| Multiple or No Response          | 0.94%  |

## Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Suspension Rates |        |       |       |          |       |       |
|------------------|--------|-------|-------|----------|-------|-------|
|                  | School |       |       | District |       |       |
|                  | 06-07  | 07-08 | 08-09 | 06-07    | 07-08 | 08-09 |
| Suspensions      | 29.5   | 17.2  | 25.7  | 15.4     | 14.8  | 18.4  |
| Expulsions       | 1.1    | 1.1   | 0.6   | 0.5      | 0.6   | 0.4   |

## Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, three BTSA induction support providers, seven instructional coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

## Professional Development (continued)

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

Diamond Valley also provides opportunities for its Department Leaders to attend conferences relevant to state frameworks and curriculum changes. A mentor teacher assigned to Diamond Valley is instrumental in training teachers in the use of technology. School Improvement Program (SIP) monies are designated to train teachers in differentiated instruction, Multiple Intelligence's and various teaching strategies.

## Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Average Class Size & Class Size Distribution (Secondary) |                 |                      |       |     |
|--|-----------------|----------------------|-------|-----|
| Subject  | Avg. Class Size | Number of Classrooms |       |     |
|  |                 | 1-20                 | 21-32 | 33+ |
| <b>2006-07</b>   |                 |                      |       |     |
| English  | 30.2            | 8                    | 22    | 23  |
| Mathematics  | 30.1            | 9                    | 22    | 23  |
| Science  | 31.6            | 3                    | 11    | 15  |
| Social-Science   | 30.3            | 3                    | 15    | 12  |
| <b>2007-08</b>   |                 |                      |       |     |
| English  | 29.4            | 4                    | 38    | 15  |
| Mathematics  | 29.6            | 3                    | 38    | 13  |
| Science  | 33.4            | 1                    | 11    | 15  |
| Social-Science   | 33              | 1                    | 7     | 19  |
| <b>2008-09</b>   |                 |                      |       |     |
| English  | 30.7            | 7                    | 16    | 25  |
| Mathematics  | 31.5            |                      | 32    | 14  |
| Science  | 32.7            |                      | 15    | 13  |
| Social-Science   | 34.2            | 1                    | 5     | 22  |

## Types of Services Funded

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

|  |           |
|--|-----------|
| Title I                                  | \$308,120 |
| EIA                                      | \$63,629  |
| EIA/LEP                                  | \$26,570  |
| ELAP                                     | \$24,689  |
| School & Library Improvement Block Grant | \$19,070  |
| Lottery                                  | \$27,556  |
| GATE                                     | \$3,206   |
| Safe & Drug Free Schools                 | \$1,491   |

### Expenditures Per Pupil and Teacher Salaries (FY 07-08)

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 Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Expenditures Per Pupil and Teacher Salaries |                        |         |         |                        |
|---|------------------------|---------|---------|------------------------|
| Level                                       | Expenditures Per Pupil |         |         | Average Teacher Salary |
|   | Total                  | Supp.   | Basic   |                        |
| School                                      | \$5,197                | \$1,331 | \$3,866 | \$61,148               |
| District                                    | --                     | --      | \$5,473 | \$63,697               |
| State                                       | --                     | --      | \$5,586 | \$67,109               |
| Percent Difference (School/District)        |                        |         | -29     | -4                     |
| Percent Difference (School/State)           |                        |         | -31     | -9                     |

### Teacher and Administrative Salaries (FY 07-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Teacher and Administrative Salaries   |                 |               |
|---------------------------------------|-----------------|---------------|
| Category                              | District Amount | State Average |
| Beginning Teacher Salary              | \$40,147        | \$42,065      |
| Mid-Range Teacher Salary              | \$66,015        | \$67,109      |
| Highest Teacher Salary                | \$87,860        | \$86,293      |
| Superintendent Salary                 | \$234,185       | \$216,356     |
| Average Principal Salary (Elementary) | \$109,340       | \$107,115     |
| Average Principal Salary (Middle)     | \$114,758       | \$112,279     |
| Average Principal Salary (High)       | \$126,437       | \$122,532     |
| % of Budget (Teacher Salaries)        | 41.21%          | 5.5%          |
| % of Budget (Administrative Salaries) | 7.7%            | 39.4%         |

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| % of Classes In Core Academic Subjects Taught by Teachers Who Are |                |                    |
|---|----------------|--------------------|
| Level   | NCLB Compliant | Non-NCLB Compliant |
| This School   | 100            | 0                  |
| All Schools in District   | 93.3           | 6.7                |
| High-Poverty Schools  | 92.1           | 7.9                |
| Low-Poverty Schools   | 77.4           | 22.6               |

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Academic Counselors and Other Support Staff |                             |
|---|-----------------------------|
| Title                                       | # of FTE Assigned to School |
| Academic Counselor                          | 3                           |
| Average # of Students per Counselor         | 436                         |
| Library Media Teacher                       | .5                          |
| Library Media Services Staff                | 1                           |
| Psychologist                                | .5                          |
| Social Worker                               | 0                           |
| Nurse                                       | 0                           |
| Health Technician                           | 6 hours                     |
| Speech/Language/Hearing Specialist          | .5                          |
| Resource Specialist (non-teaching)          | .5                          |
| Other                                       |                             |

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teacher Credentials                |        |       |       |          |
|------------------------------------|--------|-------|-------|----------|
| Teachers                           | School |       |       | District |
|                                    | 06-07  | 07-08 | 08-09 | 08-09    |
| With Full Credential               | 55     | 49    | 46    | 998      |
| Without Full Credential            | 3      | 2     | 2     | 34       |
| Outside Subject Area of Competence | 14     | 10    | 6     | 81       |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Misassignments/Vacancies     |       |       |       |
|------------------------------|-------|-------|-------|
|                              | 07-08 | 08-09 | 09-10 |
| Teachers of English Learners | 0     | 0     | 0     |
| Total Teacher Misassignments | 0     | 0     | 0     |
| Vacant Teacher Positions     | 0     | 0     | 0     |

### Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks - Three-Year Comparison

| API Ranks       |      |      |      |
|-----------------|------|------|------|
|                 | 2006 | 2007 | 2008 |
| Statewide       | 4    | 4    | 5    |
| Similar Schools | 6    | 4    | 6    |

## School Site Safety Plan

### SB187 Safety Plan

Date the plan was last updated: August 2008

Date the plan was last reviewed: August, 2008

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety.

The classrooms are monitored for safety and appearance by administration and individual classroom teachers. The pupils take pride in the appearance of their school. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

### Facilities Maintenance

DVMS opened in 2004. The classrooms are state of the art and offer a warm and practical teaching environment. Restrooms and food service areas are cleaned daily.

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

| Facility Conditions  |               |      |      |      |   |
|--|---------------|------|------|------|---|
| Item Inspected   | Repair Status |      |      |      | Repair Needed / Action Taken or Planned |
|  | Exemplary     | Good | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks/Mechanical/HVAC/Sewer         | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Interior:</b><br>Interior Surfaces                      | [ ]           | [X]  | [ ]  | [ ]  | Missing ceiling tiles in several rooms. |
| <b>Cleanliness:</b><br>Overall/Pest/Vermin Infestation     | [ ]           | [X]  | [ ]  | [ ]  | Floors dirty in a couple of rooms       |
| <b>Electrical:</b><br>Electrical                           | [ ]           | [ ]  | [X]  | [ ]  | Lights out in several rooms.            |
| <b>Restrooms/Fountains:</b><br>Restrooms/Sinks/ Fountains  | [ ]           | [X]  | [ ]  | [ ]  | Sink is off in room 602                 |
| <b>Safety:</b><br>Fire Safety/Hazardous Materials          | [ ]           | [X]  | [ ]  | [ ]  | Missing fire extinguisher in one room.  |
| <b>Structural:</b><br>Structural Damage/Roofs              | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>External:</b><br>Grounds/Windows/<br>Doors/Gates/Fences | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Overall Rating</b>                                      | [ ]           | [X]  | [ ]  | [ ]  |   |

## Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

| Adopted Textbooks                                       |  |                                      |         |         |
|---|--|--------------------------------------|---------|---------|
|   | Grade Levels / Title                                   | Publisher                            | Edition | Adopted |
| <b>Reading/Language Arts</b>                            |  |                                      |         |         |
| 6-8   | Holt Literature & Lang Arts                            | Harcourt Brace                       | 2003    | 5/02    |
| <b>English Language Development</b>                     |  |                                      |         |         |
| 6-12  | English Now, V 2.0                                     | LitConn, Inc.                        | 2007    | 12/06   |
| 6-12  | High Point   | National Geographic                  | 2001    | 6/05    |
| <b>Mathematics</b>                                      |  |                                      |         |         |
| 6-8   | McDougal Littell CA Math Course 1, Course 2, Algebra 1 | McDougal, Littell (Houghton Mifflin) | 2008    | 6/08    |
| 6-8   | California Algebra Readiness                           | McDougal, Littell and Company        | 2008    | 6/08    |
| 8   | California Algebra Readiness                           | McDougal, Littell and Company        | 2008    | 6/08    |
| 8-12  | California Geometry                                    | McDougal Littell                     | 2007    | 6/08    |
| <b>Social Science</b>                                   |  |                                      |         |         |
| 6   | History Alive! The Ancient World                       | Teachers' Curriculum Institute       | 2005    | 6/07    |
| 7   | History Alive! The Medieval World                      | Teachers' Curriculum Institute       | 2005    | 6/07    |
| 8   | History Alive! The United States Through Industrialism | Teachers' Curriculum Institute       | 2005    | 6/07    |
| <b>Foreign Language</b>                                 |  |                                      |         |         |
| 6-8   | Dime! Uno  | McDougal Littell                     | 1997    |         |
| <b>Science</b>  |  |                                      |         |         |
| 6   | Earth Science  | Holt, Rinehart & Winston             | 2001    | 3/01    |
| 7   | Life Science   | Holt, Rinehart & Winston             | 2001    | 3/01    |
| 8   | Physical Science                                       | Holt, Rinehart & Winston             | 2001    | 3/01    |
| <b>Health</b>   |  |                                      |         |         |
| 6-8   | Decisions for Health                                   | Holt, Rinehart & Winston             | 2005    | 7/05    |
| <b>Interventions Programs for Reading/Language Arts</b> |  |                                      |         |         |
|   | Grade Levels / Title                                   | Publisher                            | Edition | Adopted |
| <b>Reading/Language Arts</b>                            |  |                                      |         |         |
| 4-12  | SRA/Reach  | SRA/McGraw Hill                      | 2005    | 5/05    |
| 4-12  | High Point EI  | Hampton-Brown Co.                    | 2001    | 5/05    |
| 4-12  | Scholastic Read 180                                    | Scholastic, Inc.                     | 2002    | 5/05    |

## California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

| California Physical Fitness Test Results |        |        |        |
|--|--------|--------|--------|
|  | 4 of 6 | 5 of 6 | 6 of 6 |
| Grade 7                                  | 21.1   | 26.8   | 33.1   |

## DataQuest and Access to Data

DataQuest is an online data tool located on the CDE DataQuest Web page at <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. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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.

## California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Percent of Students Scoring At Proficient or Advanced |         |         |         |          |         |         |         |         |         |
|---|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| Subject   | School  |         |         | District |         |         | State   |         |         |
|   | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts                                 | 38      | 41      | 45      | 39       | 43      | 46      | 43      | 46      | 50      |
| Mathematics   | 28      | 32      | 35      | 34       | 37      | 38      | 40      | 43      | 46      |
| Science   | 27      | 37      | 45      | 32       | 39      | 41      | 38      | 46      | 50      |
| History-Social Science                                | 24      | 25      | 30      | 28       | 31      | 34      | 33      | 36      | 41      |

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Percent of Students Scoring At Proficient or Advanced |                       |             |         |                        |
|---|-----------------------|-------------|---------|------------------------|
| Student Group   | English-Language Arts | Mathematics | Science | History-Social Science |
| African American                                      | 35                    | 21          | 32      | 16                     |
| American Indian / Alaska Native                       | 47                    | 47          | *       | *                      |
| Asian   | 45                    | 55          | *       | *                      |
| Hispanic or Latino                                    | 40                    | 34          | 41      | 27                     |
| Filipino  | 55                    | 55          | *       | *                      |
| Pacific Islander                                      | 62                    | 44          | *       | *                      |
| White (not Hispanic)                                  | 52                    | 38          | 53      | 35                     |
| Male  | 38                    | 36          | 47      | 33                     |
| Female  | 52                    | 34          | 43      | 27                     |
| Economically Disadvantaged                            | 45                    | 31          | 39      | 24                     |
| English Learners                                      | 26                    | 25          | 25      | 16                     |
| Students with Disabilities                            | 12                    | 12          | 23      | 8                      |
| Students Receiving Migrant Education                  |                       |             |         |                        |

## 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 (i.e., basic, proficient, and advanced) and 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](#) Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

## NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for All Students |                     |          |                                    |            |          |
|---|---------------------|----------|------------------------------------|------------|----------|
| Subject and Grade Level                               | Average Scale Score |          | State Percent at Achievement Level |            |          |
|   | State               | National | Basic                              | Proficient | Advanced |
| Reading 2007, Grade 4                                 | 209                 | 220      | 30                                 | 18         | 5        |
| Reading 2007, Grade 8                                 | 251                 | 261      | 41                                 | 20         | 2        |
| Mathematics 2009, Grade 4                             | 232                 | 239      | 41                                 | 25         | 5        |
| Mathematics 2009, Grade 8                             | 270                 | 282      | 36                                 | 18         | 5        |

## NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

| NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners |                                |          |                               |          |
|--|--------------------------------|----------|-------------------------------|----------|
| Subject and Grade Level  | SWD Student Participation Rate |          | EL Student Participation Rate |          |
|  | State                          | National | State                         | National |
| Reading 2007, Grade 4  | 74                             | 93       | 65                            | 80       |
| Reading 2007, Grade 8  | 78                             | 92       | 66                            | 77       |
| Mathematics 2009, Grade 4  | 79                             | 96       | 84                            | 94       |
| Mathematics 2009, Grade 8  | 85                             | 96       | 78                            | 92       |

### Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                       |        |          |
|------------------------------------|--------|----------|
|                                    | School | District |
| <b>AYP Overall</b>                 | No     | No       |
| <b>Participation Rate:</b>         |        |          |
| English-Language Arts              | Yes    | Yes      |
| Mathematics                        | Yes    | Yes      |
| <b>Percent Proficient:</b>         |        |          |
| English-Language Arts              | No     | No       |
| Mathematics                        | No     | No       |
| API                                | Yes    | Yes      |
| Graduation Rate (High Schools)     | N/A    | Yes      |
| Number of Schools Currently in PI  | N/A    | 13       |
| Percent of Schools Currently in PI | N/A    | 46.4     |

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Program Improvement Status |           |           |
|----------------------------|-----------|-----------|
|                            | School    | District  |
| <b>PI Status</b>           | In PI     | In PI     |
| <b>First Year of PI</b>    | 2006-2007 | 2004-2005 |
| <b>Year in PI</b>          | Year 4    | Year 3    |

### API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| API Changes                            |               |       |       |       |
|--|---------------|-------|-------|-------|
| Student Group                          | Actual Change |       |       | Score |
|  | 06-07         | 07-08 | 08-09 | 2009  |
| <b>All Students at the School</b>      | -2            | 18    | 28    | 760   |
| <b>African American</b>                | -15           |       |       |       |
| <b>American Indian / Alaska Native</b> |               |       |       |       |
| <b>Asian</b>                           |               |       |       |       |
| <b>Filipino</b>                        |               |       |       |       |
| <b>Hispanic or Latino</b>              | -9            | 35    | 38    | 738   |
| <b>Pacific Islander</b>                |               |       |       |       |
| <b>White (not Hispanic)</b>            | 12            | 14    | 18    | 792   |
| <b>Socioeconomically Disadvantaged</b> | 3             | 15    | 32    | 735   |
| <b>English Learners</b>                | 12            | 26    | 24    | 703   |
| <b>Students with Disabilities</b>      | 23            | 9     |       | 623   |