Diamond Valley Middle School

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

2009-10 School Accountability Report Card

Published During 2010-11

Hemet Unified School District
1791 West Acacia Ave.
Hemet, CA 92545-3632
Phone: (951) 765-5100
Fax: (951) 765-5115

www.hemetusd.k12.ca.us

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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=mc2- 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.

Principal's Message

On behalf of the entire Diamond Valley staff, we would like to welcome you to the 2010-2011 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. You will be proud to be a Diamondback. We want you to be proud of your school and take care of it.

School Profile

At Diamond Valley Middle School, we strive for academic excellence, exemplary citizenship, and personal pride. All students will meet or exceed the skills needed to be successful. 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. At Diamond Valley Middle School we believe all students will succeed. Will support students immediately by determining reasons for lack of success. We will 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. At Diamond Valley Middle School we believe "Winners never quit".

Opportunities for Parent Involvement

Parents at Diamond Valley Middle School have numerous opportunities for parent involvement. Each year begins with Back To School Night where parents are invited to attend their children's classrooms and meet their teachers. In addition, parents are provided school information through the school website and Edline the data system which tracks, attendance, grades, and classroom assignments. Parents participate in the Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), and the School Site Council (SSC). Parents participate in school wide parent teacher conferences in the fall and in the spring. Parents also meet regularly with teachers, counselors, and the administration to support students in academic achievement. This year DVMS participated in Parent Involvement Trainings sponsored by Riverside County of Education. 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.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Enrollment by Student Group	
2009-10 Enrollment: 1,293	
Black or African American	9
American Indian or Alaska Native	1
Asian	1.86
Filipino	2
Hispanic or Latino	48
Native Hawaiian/Pacific Islander	1.16
White	34
Two or More Races	
Socioeconomically Disadvantaged	73
English Learners	13
Students with Disabilities	14

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	17.2	25.7	36.7	14.8	18.4	18.8
Expulsions	1.1	0.6	1.4	0.6	0.4	0.5

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 - $237,915   ELAP - $45,993
EIA - $31,928   Lottery - $23,917
EIA/LEP - $10,778

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

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+
2007-08				
English	29.4	4	38	15
Mathematics	29.6	3	38	13
Science	33.4	1	11	15
Social-Science	33	1	7	19
2008-09				
English	30.7	7	16	25
Mathematics	31.5	0	32	14
Science	32.7	0	15	13
Social-Science	34.2	1	5	22
2009-10				
English	27.8	6	27	15
Mathematics	26.2	13	18	19
Science	29.9	5	8	24
Social-Science	28.6	6	14	18

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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 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	$5,085	$1,065	$4,020	$62,260
District	--	--	$5,847	$64,956
State	--	--	$5,681	$68,179
Percent Difference (School/District)			-31.2	-4.2
Percent Difference (School/State)			-29.2	-8.7

Teacher and Administrative Salaries (FY 08-09)

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	40,421.00
Mid-Range Teacher Salary	66,464	60,038.00
Highest Teacher Salary	87,860	79,654.00
Superintendent Salary	250,180.00	223,323
Average Principal Salary (Elementary)	107,901	108,894
Average Principal Salary (Middle)	115,624	113,713
Average Principal Salary (High)	117,801	124,531
% of Budget (Teacher Salaries)	43.55	40.24
% of Budget (Administrative Salaries)	5.58	5.53

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	97.39	2.61
All Schools in District	95.43	4.57
High-Poverty Schools		3.38
Low-Poverty Schools		N/A

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	3.0
Average # of Students per Counselor	433
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.50
Social Worker	0
Nurse	.29
Health Technician	.875
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	0
Other	0

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
	07-08	08-09	09-10	09-10
With Full Credential	49	46	45	996
Without Full Credential	2	2	2	14
Outside Subject Area of Competence	10	6	9	108

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			
	08-09	09-10	10-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

School Site Safety Plan
SB187 Safety Plan
Date the plan was last updated: August, 2010
Date the plan was last reviewed: August, 2010

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. District personnel periodically examine the school's physical facility regularly 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, custodians and administration. 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

Date of Most Recent Inspection: 8/3/10

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

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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**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	Damaged ceiling tiles in the gym were replaced. Water stains ceiling tiles in several classrooms. Broken board outside between rooms.
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Floor electric cover missing.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	PVC hole and PVC pipes and bolts sticking up in field.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Professional Development

The school district provides all certificated and classified 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 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, seven Strategy Focused Instructional Coaches in language arts and mathematics, 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.

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 2010-2011 Professional Development "At a Glance" calendar is posted weekly to share professional development occurring throughout the district.

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, and various teaching strategies.

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 10/5/10 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**
Reading/Language Arts			
6-8 Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
English Language Development			
6-12 English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12 High Point	National Geographic	2001	6/05
Mathematics			
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
Social Science			
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
Foreign Language			
6-8 Dime! Uno	McDougal Littell	1997	
Science			
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
Health			
6-8 Decisions for Health	Holt, Rinehart & Winston	2005	7/05

Interventions Programs for Reading/Language Arts			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts			
4-12 SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12 High Point El	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	16.6	28.1	42.1

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**		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
English-Language Arts	41	47	47	43	48	48	46	50	52
Mathematics	32	37	37	37	41	41	43	46	48
Science	37	56	56	39	47	47	46	50	54
History-Social Science	25	32	32	31	36	36	36	41	44

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**
All Students in the LEA				
All Student at the School				
Male	41	37	59	33
Female	53	37	54	32
Black or African American	40	27	40	26
American Indian or Alaska Native	44	38	*	*
Asian	58	58	*	45
Filipino	63	51	79	50
Hispanic or Latino	41	33	53	27
Native Hawaiian/Pacific Islander	33	47	*	*
White	55	44	65	39
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	42	34	51	28
English Learners	18	20	24	8
Students with Disabilities	31	27	*	2
Students Receiving Migrant Education Services				

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
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
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	16
Percent of Schools Currently in PI	N/A	59.3

2010 Growth API Comparison by Student Group

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	2010 Growth API		
	School	LEA	State
All Students at the School	757	753	767
Black or African American	721	692	686
American Indian or Alaska Native		720	728
Asian		838	890
Filipino		837	851
Hispanic or Latino	737	723	715
Native Hawaiian/Pacific Islander			753
White	783	794	838
Two or More Races			808
Socioeconomically Disadvantaged	733	726	712
English Learners	706	687	692
Students with Disabilities	633	607	580

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
PI Status	In PI	In PI
First Year of PI	2006-2007	2004-2005
Year in PI	Year 5	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		
	07-08	08-09	09-10
All Students at the School	18	28	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	35	38	11
Native Hawaiian/Pacific Islander			
White	14	18	5
Two or More Races			
Socioeconomically Disadvantaged	15	32	10
English Learners	26	24	15
Students with Disabilities	9		17

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			
	2007	2008	2009
Statewide	4	5	5
Similar Schools	4	6	8