

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

## **Kraemer Middle School**

645 N. Angelina Drive

Placentia, CA 92870

### **School Overview**

**Grades:** 7-8  
**Enrollment:** 828  
**School Mascot:** Tiger Cub

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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**

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.

## II. About This School

### **Contact Information (School Year 2010-11)**

This section provides the schools contact information.

School		District	
School Name	Kraemer Middle	District Name	Placentia-Yorba Linda Unified
Street	645 North Angelina Dr.	Phone Number	714-996-2550
City, State, Zip	Placentia , CA 92670-5007	Web Site	www.pylusd.org
Phone Number	714-996-1551	Superintendent	Dennis Smith
Principal	Richard McAlindin	E-mail Address	dsmith@pylusd.org
E-mail Address	rmcalindin@pylusd.org	CDS Code	30- 66647- 6030043

## School Description and Mission Statement (School Year 2009-10)

### School Description and Mission Statement

Kraemer Middle School, a Title 1 school, is one of six middle schools in the Placentia-Yorba Linda Unified School District. It was built in 1959 on 22.7 acres at the corner of Alta Vista and Angelina Drive in the City of Placentia. The school is named for Daniel Kraemer, Placentia's first settler, who came from Illinois in 1865 and bought thirty-nine hundred acres that had been part of a rancho granted to Juan Pacifico Ontiveros by the Mexican government in 1837.

Kraemer's diverse student population has decreased dramatically in recent years, and currently stands at 828 in grades seven and eight. Kraemer is the District's middle school Gifted and Talented Education (GATE) magnet school, and feeds into Valencia High School, which is situated adjacent to Kraemer.

Our school motto is: POWER OF THE PAW, Perseverance Always Wins. Excellence in academics is realized through a structured curriculum, with quality instruction focused on the California State Content Standards. Programs that support academic achievement are:

- ✓ Gifted and Talented Education Magnet
- ✓ Honors curriculum for high achievers
- ✓ ALA Program for English Language Learners
- ✓ AVID for college preparatory instruction
- ✓ Math Engineering Science Achievement (MESA)
- ✓ Future Scientist and Engineers of America (FSEA)
- ✓ Science Olympiad
- ✓ Math Counts
- ✓ Class size reduction for reading and math classes
- ✓ Nixon Library Geography Program
- ✓ Spelling Bee
- ✓ Constitution Bowl

We believe that a strong performing and visual arts program is central to student learning and achievement. Kraemer offers the following exemplary arts classes and activities:

- ✓ Beginning and Intermediate Instrumental classes
- ✓ Marching Band and Color guard
- ✓ Concert Band
- ✓ Jazz Ensemble
- ✓ String Orchestra
- ✓ Chamber Strings
- ✓ Vocal Ensemble
- ✓ Art and Crafts classes
- ✓ Dance Team
- ✓ Boys Hip Hop

We enrich students' lives by offering a comprehensive, award-winning activities program:

- ✓ Student leadership classes – Recognized by the National and State Activities Directors Association (8th grade)
- ✓ AVID –Recognized as a National Demonstration Site
- ✓ Peer Leadership (7th grade)
- ✓ Curriculum related activities

We believe that student achievement improves when students feel positively connected to school, staff and teachers are caring and nurturing, and there is open communication with parents. A positive "can do" attitude permeates the daily interactions at Kraemer.

### School Mission

At Kraemer Middle School we recognize that each student is a unique individual; possessing talents, abilities, goals, and dreams. All students have equal priority at Kraemer as we focus on meeting each of

their educational needs. In partnership with families and community members, Kraemer staff is committed to providing students with relevant, rigorous, and meaningful opportunities for empowerment, accountability, success, and high achievement.

## Opportunities for Parental Involvement (School Year 2009-10)

### Opportunities for Parent Involvement:

Administration, teachers and staff at Kraemer Middle School realize the importance of establishing a strong relationship between parents, school staff and the neighboring community. Parent involvement is essential in building strong educational bonds. Our school has established a Parent Teacher Association (PTA), School Site Council (SSC) English Language Advisory Committee (ELAC) and Parent Institute. Additionally, our school is working on making communication with our parents a priority. With in these advisory committees the parent involvement policy and school-parent compact has been created and approved.

Administration communicates public service, attendance, and informational items through the Electronic Phone Communication System. Communication is provided in both English and Spanish. Staff uses the on-line Aeries system to keep parents informed of student progress. Parent nights are offered to guide parents with how the Aeries program works; additionally, computers are set aside for our parents to access Aeries in the school library. The school planners act as another method of academic communication between the teachers, students and parents. Our PTA Newsletter provides parents with informational items related to our school calendar, strategies for monitoring student progress, and opportunities to get involved.

Teachers coordinate efforts to encourage parents to attend Back-to-School Night, Open House, and Parent-Teacher conferences. There are informational meetings for parents whose children are enrolled in special programs such as AVID, ELD, GATE and Title One. The purpose of these meetings to discuss the goals and objectives of the programs and listen to parent concerns and suggestions. We provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children. Our teachers offer these meetings at flexible times of the day to accommodate working parents. Our counseling staff conducts individual meeting with parents whose students are at risk for school failure in compliance with AB 1802.

Parents were invited to attend our informational New School Orientation Night in August in order to begin establishing interest in school programs and school advisory committees. We also plan on providing our incoming seventh grade parents with an Orientation Night in the spring. Additional parent nights are offered based on parent interest.

Through PTA, parents support the school library by working at the Scholastic book fair and helping with the RIF book distribution.

Kraemer Middle School Convenes an annual meeting to inform parents of participating students of the requirements of Title 1 and their rights to be involved in the Title 1 program. An invitation to the meeting is sent through our Electronic Phone Communication System and by a flyer sent home with students.

Our school provides parents of Title 1 students with an explanation of the curriculum, academic assessments, and proficiency levels students are expected to meet. This information is provided to parents using the following resources:

STAR testing reports

1802 conferences conducted by counseling staff

Parent Orientation meetings

Back to school night

Individual Parent/teacher conferences

IEP meetings for students with identified disabilities

Parent Institute

ELAC meetings

Parents are encouraged to take an active role in monitoring their child's academic progress, daily attendance, and in fostering a working partnership with the teaching staff and Administration at Kraemer Middle School.

### Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.3	49	50	10	27.4	12	24	15	26.9	11	12	14
Mathematics	27.8	4	41	9	29.6	2	23	11	26.4	10	18	4
Science	32.4		19	26	34.6		7	22	28.9	3	16	7
Social Science	31.8	1	26	21	33.7	1	10	22	32.04	2	7	16

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

### III. School Climate

#### School Safety Plan (School Year 2009-10)

##### School Safety Plan:

In accordance with State law, Kraemer Middle School has developed a School Safety Plan which is reviewed and updated annually by the School Safety Committee. The plan addresses all aspects of campus safety and security including emergency preparedness, child abuse reporting, crisis intervention, safe ingress and egress. The Administrative team reviews the plan on an on-going basis. Regularly scheduled school-wide drills such as fire drills, emergency drills, and crisis drills are conducted with attention to detail to provide an environment of success.

#### Suspensions and 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.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	22.3	18.5	.27	7.0	6.5	.06
Expulsions	0.3	0.2	.002	0.1	0.1	.0012

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

The school's facilities and restrooms are in good repair and condition. The campus landscaping has been renovated, new sprinkler heads have been installed in several planters and main sprinkler valves have been replaced. The campus buildings are in need of paint on the exterior. The trim of the buildings and common areas was painted in the summer of 2009.

The main administration building, girls and boys PE locker rooms, and band room and the 900 building restroom are in need of modernization. This project is scheduled to start in the summer of 2010.

## School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			Receptacles – work order submitted and repairs made.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	X			
<b>Overall Rating</b>	n/a	X			n/a

Date of Inspection: September 7, 2010

## V. Teachers

### 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	66	42	38	1095
Without Full Credential	2	0	0	2
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	0	N/A

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## 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.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in 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 schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	0	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	415
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1	N/A

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100 % LEA Provided	0% Who Lack Their own Books and Materials
Mathematics	100 % LEA Provided	0% Who Lack Their own Books and Materials
Science	100 % LEA Provided	0% Who Lack Their own Books and Materials
History-Social Science	100 % LEA Provided	0% Who Lack Their own Books and Materials
Foreign Language	100 % LEA Provided	0% Who Lack Their own Books and Materials
Health	100 % LEA Provided	0% Who Lack Their own Books and Materials
Visual and Performing Arts	100 % LEA Provided	0% Who Lack Their own Books and Materials
Science Laboratory Equipment (grades 9-12)	100 % LEA Provided	0% Who Lack Their own Books and Materials

Board Approved: September 14, 2010

## VIII. 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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8046.20	\$2737.16	\$5309.05	LEA Provided
District	N/A	N/A	LEA Provided	\$76,336
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

## Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

### Types of Services Funded:

List a brief description of the programs and supplemental services that are provided at the school through categorical or other sources.

Title I was passed into law in 1965 as part of President Lyndon Johnson's *War on Poverty*. The purpose is to ensure that all students have the background they need in order to learn. This includes a focus on core curriculum, remediation, and enrichment. The funds must supplement the funding that the school receives from the state, and provide services and materials that are in addition to what non-Title I schools receive.

The Title I funding comes to the school based on free/reduced lunch participation rates. Schools that have a participation rate greater than the district average are eligible.

Title I usually brings other funding sources along with it. Title III funding is federal funding so that students whose primary language is not English can learn English as rapidly as possible.

Kraemer offers a variety of programs and supplemental services funded by categorical monies.

- A math intervention class (math lab) is offered to students who are at risk of not passing the California High School Exit Exam.
- An additional half-time counselor is available to provide prevention, intervention and postvention services to students who are referred by parents and staff.
- After school activities are offered to students Monday-Thursday in both academic and non-academic areas.
- Academic Facilitators are provided for students who are at risk of retention in the 8th grade.
- Academic planners are provided to all students to help with time management, organization and teacher-parent communication.
- Field trip experiences are provided to economically disadvantaged students.
- Test preparation materials are provided to teachers in Language Arts and Math to help students prepare for the STAR testing.
- A part-time computer lab aide is available to assist teachers during instructional time and to provide students increased access to technology.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,656	\$42,377
Mid-Range Teacher Salary	\$75,374	\$67,667
Highest Teacher Salary	\$94,560	\$87,102
Average Principal Salary (Elementary)	\$112,689	\$108,894
Average Principal Salary (Middle)	\$118,770	\$113,713
Average Principal Salary (High)	\$136,788	\$124,531
Superintendent Salary	\$241,680	\$223,323
Percent of Budget for Teacher Salaries	43.80 %	40.20 %
Percent of Budget for Administrative Salaries	4.60 %	5.50 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); 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 content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting 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).

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	48	52	67	62	65	67	46	50	52
Mathematics	52	61	67	62	65	67	43	46	48
Science	51	52	66	63	65	70	46	50	54
History-Social Science	35	41	54	52	58	62	36	41	44

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	75	75	67	50
American Indian or Alaska Native	*	*		
Asian	94	94	92	91

Filipino	76	88	73	64
Hispanic or Latino	48	49	43	30
Pacific Islander	*	*	*	*
White (not Hispanic)	81	79	81	70
Male	66	69	66	57
Female	68	65	66	52
Economically Disadvantaged	47	49	44	29
English Learners	35	39	10	4
Students with Disabilities	59	33	53	24
Students Receiving Migrant Education Services	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2009-10) – Notice of Delay from the CA Dept. of Education

The California Physical Fitness Test is administered to students in grades five, seven, and nine only.

The purpose of this e-mail is to inform you that the 2009–10 Physical Fitness Test (PFT) results will not be released to local educational agencies (school districts). The PFT contractor, the San Joaquin County Office of Education (SJCOE), is still working to correct errors in the data submitted and to complete the processing of the reports.

We are aware that the 2009–10 PFT data will not be available to you as you prepare your School Accountability Report Cards (SARCs) for upcoming dissemination. Submit your SARC without the 2009–10 PFT data noting in the PFT section, “the PFT data are not available at the time of posting.”

## X. Accountability

### Academic Performance Index

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6	7
Similar Schools	7	7	7

**"N/A"** means a number is not applicable or not available due to missing data.

**"B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools

rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

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

## Academic Performance Index Growth 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.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	18	24	61	851
African American				
American Indian or Alaska Native				
Asian	16	7	12	983
Filipino				
Hispanic or Latino	27	14	52	710
Pacific Islander				
White (not Hispanic)	19	-1	22	882
Socioeconomically Disadvantaged	25	5	61	698
English Learners	21	-21	63	640
Students with Disabilities	-42			

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## 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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 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
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend

"Yes"

Met 2010 AYP Criteria

"No"

Did not Meet 2010 AYP Criteria

## Federal Intervention Program (School Year 2010-11)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	11.8

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

## XIII. National Assessment of Educational Progress

### 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).

Note: 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 state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (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 four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. 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 (ELA), 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 National Assessment of Educational Progress \(NAEP\)](#) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4	210	220	30	18	5
Reading 2009, Grade 8	253	262	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	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 – Aggregated

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2009, Grade 4	73	95	71	84
Reading 2009, Grade 8	81	95	72	84
Mathematics 2009, Grade 4	81	95	72	83
Mathematics 2009, Grade 8	85	96	78	92