



School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Liberty Elementary School

Address: 12900 Amethyst Rd. , Victorville CA 92395-3360
Principal: Ailene Cammon

Phone: 760-241-1520
Grade Span: K - 6

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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Liberty Elementary	District Name	Victor Elementary
Street	12900 Amethyst Rd.	Phone Number	760-245-1691
City, State, Zip	Victorville , CA 92395-3360	Web Site	www.vesd.net
Phone Number	760-241-1520	Superintendent	Dale Marsden
Principal	Ailene Cammon	E-mail Address	dmarsden@vesd.net
E-mail Address	acammon@vesd.net	CDS Code	36- 67918- 6105860

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Principal's Message

The purpose of Liberty Elementary School's Accountability Report Card is to provide parents and community members with information about the school's instructional programs, student achievement, and opportunities for parent and community involvement. Liberty School has adopted a PeaceBuilder Philosophy which evokes six foundational principles: Praise People, Give Up Put-Downs, Seek Wise People, Notice Hurts, Right Wrong, and Help Others. The Liberty staff is dedicated to "Learning for All, Whatever It Takes" for our students and building strong family-school partnerships. We believe all students can learn and are capable of high academic performance and behavior. We are proud of our school, our faculty, our students, and the high quality education, growth, and learning that goes on in our school each and every day.

Our Vision

The vision of the Victor Elementary School District is to prepare students to be able to select from a variety of career opportunities and to be successful in the world of work.

Our Mission

Liberty, as a school of communicative arts, provides a balanced curriculum in all subject areas, enhanced through technology, to ensure student success. We are a neighborhood school where students and staff achieve; parents and community care.

Since our beginning in 1986, Liberty School has held EXCELLENCE at the core of its beliefs. The School community has held themselves accountable to the district's criteria for an OUTSTANDING SCHOOL. Liberty implements research based strategies such as comprehension skills (Reciprocal Teaching), Math for All, Making Meaning, Read Naturally, Kate Kinsella Vocabulary Development, Power Teaching, 10-A-Day/5-A-Day, Jolly Phonics, and running records in reading. Student achievement is assessed yearly by the state standardized test. Through the shared responsibility of students, parents and staff, Liberty School continues to strive towards academic excellence.

As a validation of our beliefs and efforts, In 2008-2009 School year Liberty achieved the highest growth of 59 pts. on the API in the San Bernardino County. This was due to the learning environment that provides a comprehensive and stimulating education for all its students. Liberty Elementary was selected as "PeaceBuilder of the Month" by the PeacePartners, Inc. for the month of March 2008. Liberty Elementary has a hard-working PeaceBuilders leadership committee with the assistance of a student run PeaceCouncil and a dedicated staff that work together to build peace.

As the Liberty neighborhood has continued to grow, the school community has actively searched for solutions to meet the changing needs of our expanding population. The Liberty Staff continues to create a standard-based curriculum through teamwork and cross grade level articulation.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Research findings show that students improve academically when parents help them at home and keep in close contact with the school. Therefore, Liberty Elementary School focuses on parents and the community as partners in education.

Our goals are:

1. To provide a support system that will enable all students to be at or above grade level in reading, writing, and math and social science.
2. To provide channels to parents and the community to participate, support and assist in the education of children.

We use the following strategies to accomplish these goals:

* Establish effective communication between school, parents and community.

- School Site Council – Our Site Council consists of 10 members, 5 being elected parent representatives (1 bilingual, 1 Title 1, 1 GATE and 2 others).
- Parent Advisory Council (PAC) – A parent representative meets monthly with the superintendent to discuss important district wide issues and to provide input and/or feedback.
- Strategic Planning – The superintendent, principals' cabinet, administrators, teachers, and parents from the site and outside community attend this meeting. This group reviews and modifies the previous District Strategic Plan. They brainstorm ideas and assess needs for the district as a whole and revisit the plan and its progress at the end of the year.

* Establish an effective volunteer program.

- Parent Volunteer Training
- PTO - The objectives of this organization are to: promote the welfare of children in home, school and community; bring into closer relation the home and the school, that parents and teachers may work cooperatively in the education of children; develop between educators and the general public such united efforts as will secure for all children the highest advantages in education.

* Publish monthly information from the principal.

* Publish an accountability report card.

* Send flyers announcing specific events.

* Improve home-school communication through:

- Parent Teacher Conferences
- ELAC (English Language Acquisition Council)
- Back to School Night
- Parent Newsletters
- Response to Intervention/SST – A team of teachers and specialists meet to review the needs of students who have been referred for assistance by a teacher or parent. RTI's /SST may be requested for problems in academics or personal behavior.
- Independent Learning Plans
- Phone Calls
- Informal discussions about student achievement and behavior

- Weekly/ Trimester progress reports

* Provide parent training.

*Establish family events

- Awards Assemblies
- Family Skate Night
- Jump for Heart/Hoops for Heart
- Primary Literacy Night
- Latino Family Literacy
- Book Fair
- Website
- PTO Events

*Administer surveys and incorporate the feedback into the revision of the site plan.

- Student-Parent-Staff Compact
- Parent Survey (effective)
- Student Survey (safety)

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	114
Grade 1	121
Grade 2	121
Grade 3	117
Grade 4	119
Grade 5	133
Grade 6	130
Total Enrollment	855

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	18.36 %
American Indian or Alaska Native	0.82 %
Asian	2.57 %
Filipino	0.47 %
Hispanic or Latino	55.44 %
Pacific Islander	1.29 %
White (not Hispanic)	16.73 %
Multiple or No Response	4.33 %
Socioeconomically Disadvantaged	76.00 %
English Learners	18.00 %
Students with Disabilities	7.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.8		4		29.8		4		28.5		4	
1	25.0		4		29.3		4		28.3		4	
2	23.3		4		28.5				28.0		4	
3	31.0		3	1	26.2		5		23.3	2	4	
4	29.5		4		30.6		5		25.5		4	
5	29.3		4		26.4		5		24.5		4	
6	30.0		5		27.4		5		25.6		5	
K-3	17.0	3			20.0	1			17.0	1		
3-4	27.0		1									
4-8	29.0		2		25.0		1		21.0	1	1	
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Student safety is of the utmost importance on our campus. We maintain a closed campus during the day, requiring all visitors and late students to check-in at the office and wear a visitor's badge before coming onto the campus. In addition, parents or their designees are required to be listed on the student emergency card and present picture identification if a child needs to leave school. All volunteers are required to attend a parent training, submit to a Megan's Law check, and be approved by the Victor Elementary District School Board.

Students are expected to follow the school wide Code of Conduct and behavior standards both in the classroom and on the playground. Expectations and rewards/consequences are reviewed with students through principal and staff led assemblies. Students are monitored on a consistent basis either by teachers, administrator, or Noon-duty Supervisors.

Our PeaceBuilder Discipline plan is effective in maintaining and monitoring the progress for each student as one strives to become a civil, courteous and considerate citizen. Through assemblies, class presentations and staff discussions, the discipline plan is clearly understood and maintained by staff. Cultural diversity is valued and respected.

We have also implemented the SWIS program. The School-Wide Information System (SWIS) is a web-based information system used to improve the behavior support in elementary schools. The purpose of SWIS is to provide school personnel with accurate, timely, and practical information for making decisions about discipline systems. School personnel collect on-going information about discipline events in their school, and enter this information through protected, web-based software. SWIS provides summaries of this information for use in the design of effective behavior support for individual students, groups of students, or the whole student body. With accurate and timely information, school personnel can make decisions that maintain our school as a safe, orderly, and supportive environment.

Fire, earthquake, and lockdown drills are held on a regular basis and staff training occurs throughout the year.

Preparation for the possibility of an earthquake is coordinated with District and City efforts.

Ninety-six percent of our parents answering our yearly survey indicated that they would recommend Liberty to others.

Liberty developed a comprehensive school safety plan to meet the requirements of SB 187. This plan includes safety procedures, district rules and policies, emergency procedures, and other required components. In addition, Liberty has developed a School Code of Conduct (Discipline Plan) that is updated annually. The plan is a progressive plan that encourages children to make responsible choices. Each teacher also has a classroom plan that details the procedures and discipline for their classroom.

The School Site Council evaluates the plan each Spring and updates the plan as needed with staff input. The comprehensive plan is available in the office and media center for parents and the public to review.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	11.3	12.8	10.2	9.7	9.4	12.1
Expulsions	0.4	0.0	0.5	0.2	0.1	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Liberty is a well-maintained facility earning District 5-Star Recognition for eight consecutive years. Our custodial staff consists of one full-time day custodian/maintenance person and two evening custodians who ensure 32 classrooms, 13 restrooms and campus grounds are kept clean and safe. Liberty school is adjacent to a city park and has joint use of its facilities and parking.

Students are expected by all teachers to maintain a clean campus, classrooms, and to periodically be involved in a school wide campus cleanup. Many students volunteer their free time to assist maintaining a clean campus by assisting their teachers or the custodian. A scheduled maintenance program is administered by the Victor Elementary School District to ensure that campus facilities and grounds are maintained to support a positive learning environment.

School Facility Good Repair Status (School Year 2009-10)

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

DATE of the School Site Inspection (5 STAR)

11/6/09,11/12/09, 12/4/09

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Good				N/A

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
	2006-07	2007-08	2008-09	2008-09
With Full Credential	40	39	40	488
Without Full Credential	1	1	0	11
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2007-08	2008-09	2009-10
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 2008-09)

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	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Library Media Teacher (Librarian)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	2	N/A
Other	0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Houghton-Mifflin adopted 2003	0
Mathematics	Grade K - 2 - Houghton-Mifflin CA edition adopted 2009	0
	Grade 3 - 6 - Houghton-Mifflin adopted 2002	
Science	MacMillan / McGraw-Hill adopted 2008	0
History-Social Science	Scott-Forseman K-5 adopted 2007	0
	Harcourt 6 adopted 2007	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures 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	6788.08	2188.31	4599.77	58892.33
District	N/A	N/A	5291.73	\$69,070
Percent Difference – School Site and District	N/A	N/A	-13%	-15%
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School Site and State	N/A	N/A	-17%	-12%

Types of Services Funded (Fiscal Year 2008-09)

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

Students at Liberty School are serviced by a professional staff. In addition to full and part time regular and special education staff, students receive services from a school psychologist, counselor, speech therapist, bilingual aides, district nurse, media clerk, adaptive P.E. specialist, and occupational therapist.

All support staff providing counseling or health services are fully certified by the state.

In addition to supporting staffing needs, site funds are used for Extended Day, Disaster Preparedness, Read Naturally, SkillWriter, Turning Technologies, PeaceBuilders, Accelerated Reader, Study Island, A-Z Reading, United Streaming and other school activities to promote recreational reading and school attendance.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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	\$42,288	\$41,866
Mid-Range Teacher Salary	\$63,367	\$68,220
Highest Teacher Salary	\$87,491	\$86,536
Average Principal Salary (Elementary)	\$108,802	\$107,858
Average Principal Salary (Middle)		\$111,405
Average Principal Salary (High)		\$112,732
Superintendent Salary	\$240,600	\$178,938
Percent of Budget for Teacher Salaries	44.80 %	42.10 %
Percent of Budget for Administrative Salaries	4.70 %	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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	32	35	47	41	46	52	43	46	50
Mathematics	40	42	53	50	54	59	40	43	46
Science	30	35	35	35	49	52	38	46	50
History-Social Science	0	0	0	0	0	0	33	36	41

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 2008-09)

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	40	40	30	
American Indian or Alaska Native	*	*	*	
Asian	60	70	*	
Filipino	*	*	*	
Hispanic or Latino	45	54	34	
Pacific Islander	*	*	*	
White (not Hispanic)	50	58	38	
Male	44	55	36	
Female	50	51	33	
Economically Disadvantaged	42	50	29	
English Learners	32	49	23	
Students with Disabilities	41	39	*	
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 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6	11.3	3.8

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	2006	2007	2008
Statewide	4	3	2
Similar Schools	7	5	3

"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
	2006-07	2007-08	2008-09	2009
All Students at the School	-14	-8	57	770
African American		-11	65	731
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-25	-12	61	762
Pacific Islander				
White (not Hispanic)	-27	7	39	807
Socioeconomically Disadvantaged	-13	1	58	755
English Learners	-21	-23	116	755
Students with Disabilities				

"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 2008-09)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	27.8

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.

2006-2007 Dibels –SPED- 1day, Turning Point –1day, 10-A-Day –1day, Math for All –1day
2007-2008 –Chris Richards 3 rd Grade Writing –5 days, Connie Ridgeway New teacher training –15 days
2008-2009 –Chris Richards 3 rd Grade Writing- Sixth Street Prep. –1 day, Turning Point – 1day, Sixth Street Prep. visits/Staff visits – 6 days , Teaching to the Test.
2009-10 – Turning Development, Cornerstone Technologies, Teaching to the Test

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 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

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 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