

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



Mitchell Intermediate



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 SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. 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 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

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 school's contact information.

School		District	
<b>School Name</b>	Mitchell Intermediate	<b>District Name</b>	Atwater Elementary
<b>Street</b>	1753 Fifth Street	<b>Phone Number</b>	209 357-6100
<b>City, State, Zip</b>	Atwater, CA 95301	<b>Web Site</b>	<a href="http://www.aesd.edu">http://www.aesd.edu</a>
<b>Phone Number</b>	(209) 357-6124	<b>Superintendent</b>	Melinda Hennes
<b>Principal</b>	Andrew Kersten	<b>E-mail Address</b>	<a href="mailto:mhennes@aesd.edu">mhennes@aesd.edu</a>
<b>E-mail Address</b>	<a href="mailto:akersten@aesd.edu">akersten@aesd.edu</a>	<b>CDS Code</b>	24-65631-6025357

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

This section provides information about the school, its programs and its goals.

Mitchell Senior is a comprehensive, departmentalized junior high school serving approximately 750 students, with clean and appropriate facilities. Mitchell Senior has a comprehensive Safety Plan and staff members are trained to react in the appropriate manner for each type of emergency. Several student recognition programs are in place to recognize student achievement. Teachers are provided with numerous opportunities for professional development, and are observed and evaluated regularly. There are adequate instructional materials for students. Student's individual performance, as well as the school's performance, is measured regularly. Mitchell is currently in the fifth year of program improvement.

Mitchell Senior's Mission Statement:

To develop productive, successful, individual students that have a positive impact on our community, by providing them with a high quality education through rigorous academic standards.

## Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Andrew Kersten, Principal

**Contact Person Phone Number:** 209-357-6124

Parents are able to participate in school activities through the School Site Council, the English Language Advisory Committee, the Graduation Committee, by attending the various parent activities such as Back-to-School and Report Card Nights, or by volunteering at their convenience.

## 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	Grade Level	Number of Students
Kindergarten	0	Grade 8	349
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	368	Total Enrollment	717

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## 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	Group	Percent of Total Enrollment
African American	5.85%	White (not Hispanic)	27.58%
American Indian or Alaska Native	0.70%	Multiple or No Response	0.70%
Asian	7.66%	Socioeconomically Disadvantaged	81.00%
Filipino	0.56%	English Learners	14.00%
Hispanic or Latino	56.96%	Students with Disabilities	6.00%
Pacific Islander	0.00%	n/a	--

## 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	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.1	33	43	2	24.9	17	45	2	24.3	19	47	0
Mathematics	26.4	7	21	6	28.8	0	44	5	26.2	14	34	5
Science	26.7	3	21	0	26.5	7	20	1	25.3	8	20	0
Social Science	25.6	4	19	0	25.7	4	25	0	25.2	9	20	0

## III. School Climate

### School Safety Plan (School Year 2008-09)

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

Mitchell Senior's comprehensive Safety Plan details the responsibilities and protocol for a variety of emergency situations. Mitchell Senior staff members are trained to react in the appropriate manner for each type of emergency and practice them on a routine basis. Procedures are in place to ensure a safe and orderly campus at Mitchell Senior, including required visitor check-in and campus supervisors patrolling the grounds.

### 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	20.6	27.6	37.0	9.6	14.4	14.0
Expulsions	0.3	0.8	1.3	0.1	0.3	0.3

Date School Safety Plan last reviewed: 10/13/2009

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## IV. School Facilities

### School Facility Conditions

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.

Providing a safe, clean, attractive environment for our students is a high priority at Mitchell Senior Elementary. The efforts of the custodial staff, maintenance staff, and the gardening staff keep the buildings and school grounds in excellent condition. In addition, several areas have been targeted for development of small student plazas that are inviting and provide increased areas for gathering and seating.

### Planned Improvements (School Year 2009-2010)

There will be some remodeling/upgrades and repairs performed during the summer of 2010.

### 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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		SCHEDULED TO REPLACE IN 2010-2011
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)	X			REMODEL 2009-2010
Hazardous Materials (interior and exterior)	X			
Structural Damage		X		SOFFITS 2009-2010
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		NEED UPGRADE 2009-2010
Restrooms		X		NEED UPGRADE 2009-2010
Sewer		X		
Playground/School Grounds		X		
Roofs		X		NEED ROOFING 2009-2010
Overall Cleanliness		X		

### Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary			X	

Date of inspection: 1/8/2010

Completion date of inspection form: 1/26/2010

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## 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	34	35	33	214
<b>Without Full Credential</b>	2	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	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
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	89.0%	11.0%
<b>All Schools in District</b>	94.4%	5.6%
<b>High-Poverty Schools in District</b>	92.4%	7.6%
<b>Low-Poverty Schools in District</b>	100.0%	0.0%

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## 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	0.6	718
Library Media Teacher (Librarian)	0.6	--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	0.3	--
Social Worker	0.0	--
Nurse	0.3	--
Speech/Language/Hearing Specialist	0.6	--
Resource Specialist (non-teaching)	2.0	--
Other	1.0	--

## VII. Curriculum and Instructional Materials

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

#### Textbook Information

This section provides 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.

All students have appropriate access to core instructional materials. All students in grade 7 and 8 have a book to take home and one available in class for each subject.

History, Science, Mathematics and K-2 English Language Arts core materials are Board adopted and on the most recent state-approved list. Third through eighth grade English Language Arts materials are Board approved and on the previous state-approved list, which is allowable due to recent changes brought about by our state's current budget situation. All of our adopted materials are aligned with the state standards. All adopted materials were chosen with recommendations from textbook adoption committees consisting of classroom teachers who reviewed and piloted materials.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	7-8 Holt Literature and Language Arts	2004-2005
English-Language Arts	4-8 High Point (SEI Class Core Curriculum)	2002-2003
English-Language Arts	4-8 Reach (Intervention)	2005-2006
History-Social Science	7-8 Glencoe Discovering Our Past	2006-2007
Mathematics	6-8 Holt California Mathematics	2008-2009
Science	7-8 Glencoe Focus on Science	2007-2008

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

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

Textbook Information Collection Date: 1/25/2010

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## 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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$7,565.00	\$2,113.00	\$5,452.00	\$76,966.00
District	n/a	n/a	--	\$74,921.00
Percent Difference – School Site and District	--	--	--	2.7%
State	n/a	n/a	\$5,512.00	\$63,421.00
Percent Difference – School Site and State	--	--	1.1%	17.6%

### 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.

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

#### Federal Programs:

Title I, Part A  
Title III, LEP

#### State Programs:

Economic Impact Aid (EIA)  
Gifted and Talented Education Program (GATE)  
School and Library Improvement Block Grant (SLIP)  
English Language Acquisition Program (ELAP)

Services include consumable instructional materials, printing, and other classroom related resources. General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to fund supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

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## 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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,412.00	\$41,031.00
<b>Mid-Range Teacher Salary</b>	\$74,432.00	\$63,366.00
<b>Highest Teacher Salary</b>	\$88,364.00	\$80,596.00
<b>Average Principal Salary (Elementary)</b>	\$105,881.00	\$100,937.00
<b>Average Principal Salary (Middle)</b>	\$112,346.00	\$105,066.00
<b>Average Principal Salary (High)</b>	\$0.00	\$106,534.00
<b>Superintendent Salary</b>	\$150,925.00	\$147,438.00
<b>Percent of Budget for Teacher Salaries</b>	49.3%	40.6%
<b>Percent of Budget for Administrative Salaries</b>	5.8%	6.1%

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## 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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	38%	38%	48%	39%	40%	46%	43%	46%	50%
Mathematics	35%	39%	39%	42%	44%	45%	40%	43%	46%
Science	41%	49%	56%	35%	44%	43%	38%	46%	50%
History-Social Science	22%	13%	21%	24%	15%	22%	33%	36%	41%

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## Standardized Testing and Reporting 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.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>African American</b>	41%	37%	56%	24%
<b>American Indian or Alaska Native</b>	*	*	*	*
<b>Asian</b>	52%	65%	67%	22%
<b>Filipino</b>	*	*		
<b>Hispanic or Latino</b>	41%	34%	46%	16%
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	62%	44%	70%	30%
<b>Male</b>	43%	43%	62%	25%
<b>Female</b>	52%	36%	51%	18%
<b>Economically Disadvantaged</b>	44%	38%	51%	17%
<b>English Learners</b>	6%	14%	16%	0%
<b>Students with Disabilities</b>	20%	18%	25%	7%
<b>Students Receiving Migrant Education Services</b>	33%	45%	*	*

## California Physical Fitness Test Results (School Year 2007-08)

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 meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. 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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	0.00%	0.00%	0.00%
<b>7</b>	18.70%	33.80%	32.70%
<b>9</b>	0.00%	0.00%	0.00%

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## 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 (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>.

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 at <http://www.cde.ca.gov/ta/tg/nr/>.

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

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		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

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## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the 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 Learners	Students with Disabilities	English 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

## 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 at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 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	5	4
Similar Schools	6	9	4

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## API 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	13	-3	51	756
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	9	-13	69	726
Pacific Islander	--	--	--	--
White (not Hispanic)	3	-2	28	793
Socioeconomically Disadvantaged	3	-1	59	736
English Learners	5	-7	--	--
Students with Disabilities	--	--	--	--

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP 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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	n/a

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Published During 2009-10

## 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 (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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		44.4

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

During the 2008-2009 school year, district staff were offered on-going professional development opportunities:

- Week long SB472 Math training was offered to all K-8 teachers.
  - Week long SB472 ELA training was offered to new teachers, teachers who had changed grade levels, and special education staff.
  - Four half day professional development sessions were provided to bilingual instructional assistants.
  - Follow up sessions for the new math adoption were provided.
  - Three 3 hour sessions were provided to K-6 teachers on working with English Learners in the areas of Vocabulary Development, Writing, and Mathematics.
  - One buy-back day was used to offer two 3 hour sessions to teachers: mathematics programs, vocabulary development, direct instruction, and checking for understanding.
  - A three evening series was offered through the UC Merced Writing Project on preparing students for the CST Writing test.
  - A five evening series was offered through the UC Merced Writing Project for Developing Teachers as Writers.
  - Two three hour sessions were offered in the area of Physical Education instruction: SPARK PE program.
- At the site level, teachers attended conferences based on unique site and teacher needs. In addition, weekly Professional Collaboration meetings were devoted to professional growth through reading articles/books, special presentations, and grade level planning.

### Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	--	--	--