

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Kenilworth Junior High School

Kenilworth Junior High School

800 Riesling Road
 Petaluma, CA 94954
 (707) 778-4710

Grades 7 – 8

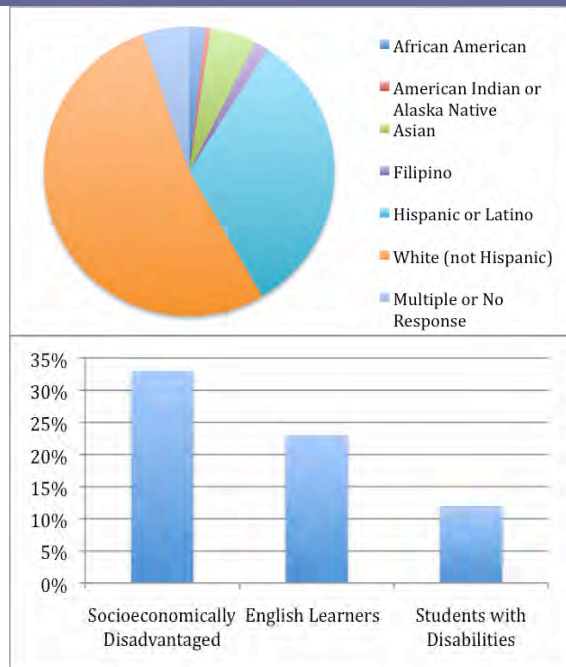
Emily Dunnagan, Principal
edunnagan@pet.k12.ca.us

Principal in 2009-10 was Toni Beale

Kenilworth Junior High School is one of two junior high schools and seven secondary schools in the Petaluma Joint Union High School District. Students from Kenilworth normally matriculate to Casa Grande High School. Students from nine elementary schools representing three districts promote from sixth grade into Kenilworth. Among our students, approximately 9% of our students have individualized education plans (IEPs), 11% are designated as Gifted and Talented Education (GATE), roughly 55.8% of our students are Title I (Far Below Basic, Below Basic, or Basic on the Standardized Testing and Reporting [STAR] test), and 40% are registered for the National School Lunch Program. Eighteen percent of our students are designated as English Learners (EL).

Our school is committed to a team approach of teaching while delivering a student-centered curriculum. Teachers and students are organized into six teams: three at the seventh grade level and three at the eighth grade level. Teachers work together to create interdisciplinary units, projects, and theme days. We are dedicated to continual improvement utilizing a block schedule format and pure teaming strategies, as well as additional school day support programs for Title I, resource specialist program (RSP), and EL students. The use of technology to support academic achievement is one of our highest priorities; every classroom on campus has at least six Internet ready computers with the ability of adding 15 more Internet-connected laptops. We have a computer applications classroom as well as a computer lab in our library.

Student Enrollment: 1,102



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.

Student Performance

Students Proficient or Above

English/Language Arts	65 %
Mathematics	59 %
Science	71 %
History/ Social Science	59 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	808
Statewide Rank (from 2009 Base API Report)	8
2010-11 Program Improvement Status	In PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Teachers

With Full Credential	53
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	\$9,312
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.

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CDS Code: 49-70862-6062137

Petaluma Joint Union High School District

Greta Viguie, Superintendent
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) 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.

Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

Kenilworth Junior High School is one of two junior high schools and seven secondary schools in the Petaluma Joint Union High School District. Students from Kenilworth normally matriculate to Casa Grande High School. Students from nine elementary schools representing three districts promote from sixth grade into Kenilworth. Among our students, approximately 9% of our students have individualized education plans (IEPs), 11% are designated as Gifted and Talented Education (GATE), roughly 55.8% of our students are Title I (Far Below Basic, Below Basic, or Basic on the Standardized Testing and Reporting [STAR] test), and 40% are registered for the National School Lunch Program. Eighteen percent of our students are designated as English Learners (EL).

Our teaching staff consists of 53 credentialed teachers. We also have a librarian, two counselors, one assistant principal, one principal, one part-time nurse, one part-time psychologist, two half-time speech and language therapists, one part-time safe schools counselor, two bilingual instructional assistants, 4.2 resource specialists and instructional assistants, and two Title I instructional assistants. We have an additional 25 classified support personnel. An active Parent Teacher Student Association (PTSA) group, a band booster group, School Site Council (SSC), English Language Advisory Committee (ELAC), and GATE Advisory Committee also support Kenilworth. Kenilworth is a member of the Region J Middle School Partnership and the California League of Middle Schools.

Our school is committed to a team approach of teaching while delivering a student-centered curriculum. Teachers and students are organized into six teams: three at the seventh grade level and three at the eighth grade level. Teachers work together to create interdisciplinary units, projects, and theme days. We are dedicated to continual improvement utilizing a block schedule format and pure teaming strategies, as well as additional school day support programs for Title I, resource specialist program (RSP), and EL students.

Data and Access

Data Quest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (eg: Academic Performance Index [PI], 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.

The use of technology to support academic achievement is one of our highest priorities; every classroom on campus has at least six Internet ready computers with the ability of adding 15 more Internet-connected laptops. We have a computer applications classroom as well as a computer lab in our library. Every classroom has a document camera and LCD projectors. There are four Smart Boards being used in classrooms on campus, providing opportunities for interactive lessons. Five of our classrooms are equipped with "Front Row to Go" amplification systems which research supports increases students' ability to access to curriculum. Every department has 8 laptops. We also have two Read 180 labs for intervention. In addition, we offer opportunities for academic support throughout the school day and after school for students to receive additional instruction in English and Math, as well as homework and life skills support.

Our staff has adopted the following Kenilworth Junior High School Mission and Vision:

Mission:

The staff of Kenilworth Junior High School is committed to providing opportunities for all students to be challenged by a rigorous and relevant curriculum. We expect students to strive for their personal best and work to become well-rounded, lifelong learners.

Vision:

Kenilworth Junior High School will be a school where:

- *All students reach high levels of achievement in a diverse, challenging curriculum.*
- *High expectations are maintained of all students in academics and citizenship.*
- *Students learn in a safe, supportive, and structured environment.*
- *Students learn life skills necessary for success.*
- *Students develop respect for the environment.*
- *Students exhibit understanding, tolerance, and acceptance of other cultures*
- *Students use information and ideas effectively.*
- *Parents and guardians contribute to the learning process.*
- *Communication, collaboration, and teamwork are valued in the decision-making process.*
- *Students' physical, social, and emotional growth is recognized as being important to their success.*
- *The joy of learning is shared by the school community.*

Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 7	499
Grade 18	513

Total	1,102
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By Group

African American	2%
American Indian or Alaska Native	1%
Asian	5%
Filipino	2%
Hispanic or Latino	33%
Pacific Islander	0
White (not Hispanic)	53%
Multiple or No Response	5%
Socio-Economically Disadvantaged	33%
English Learners	23%
Students with Disabilities	12%

Opportunities for Parental Involvement

Contact

Deb Prusinovsk
(707) 778-4710

On an annual basis, parents can participate in a wide variety of activities on campus. The following is a list of opportunities that are available:

- Pledge-a-Thon
- Tutoring aides
- Ice cream sales
- GATE committee
- Team assistant
- Field trip chaperone
- Library volunteer
- SSC
- ELAC
- PTSA
- Music booster
- Honor Society
- Dance chaperone
- Student variety show
- Eighth grade promotion and dance
- Baking for dances
- Office help (summer packets)



Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.2	13	22	2	26.5	12	26	1	27.4			
Mathematics	26.2	5	29	1	26.1	11	23	3	27			
Science	29.3		30		27.8	3	31		27.2			
Social Science	29.2	2	30	1	28.8	2	31	2	27.4			

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).

School Climate

School Safety Plan 2009-10

Kenilworth is committed to the safety and security of each student. We have completed all of the components for this year's plan, with the exception of this document. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. The last staff training took place in May 2004. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
2. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are periodically evaluated for effectiveness.
3. **School Discipline:** Kenilworth has created a school-wide discipline plan in order to communicate high standards and expectations and hold students accountable for their behavior. The discipline plan is given to every parent and student and reviewed in student assemblies and classroom presentations. Staff members consistently enforce the school-wide standards.
4. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
5. **Sexual Harassment Policy:** Kenilworth strictly adheres to District policies that prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is

distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

6. School-wide Dress Code: Kenilworth believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

Kenilworth is committed to the safety and security of students, staff members, and the community. To that end, a comprehensive plan has been developed to address various emergency situations. It is our belief that students can only thrive when they feel safe from everything from earthquakes to bullies. Parents and staff members work together to identify potential hazards and take preventive measures. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in March 2010.

Suspensions and Expulsions						
Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	12.7%	17.8%	15.61 %	10.5 %	11.3 %	not available
Expulsions	0.7 %	1.1 %	0.62 %	0.7 %	0.8 %	not available

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.

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

At the beginning of the 2006 school year, Kenilworth Junior High School moved to a new site constructed on Riesling Road on the east side of town, geographically closer to the students in our attendance area. The new site is a High Performance School design, with ecological and energy saving components. All permanent classrooms have radiant heat and are passively cooled. The larger buildings on site (library, gym, and multi use building) are cooled through "cooling towers". The site is hard - built for 750 students. Twelve portable classrooms have been moved from the old site to the new site. The site houses a multi -use room with kitchen facilities, a large gym equipped with climbing walls, cargo nets, ropes, and fitness lab. In addition, the site has a ropes course, large blacktop, and field areas. Every classroom on campus is hard-wired for Internet use. In addition, we have a classroom equipped with 30 computers and our library houses a computer lab as well. Recently installed solar panels provide electricity for the school.



Maintenance staff ensures a clean, safe school by following a routine cleaning checklist. Safety is a top priority and any unsafe situations are dealt with immediately. Any other repairs are handled with the cooperation of the District's Grounds and Maintenance department. The school is cleaned daily by a custodial staff that includes a head custodian plus four other custodians.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$678,700 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned								
	Good	Fair	Poor									
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X											
Interior Interior Surfaces	X											
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X											
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 Summary of Facility Good Repair Status				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Exemplary</td> <td style="width: 25%;">Good</td> <td style="width: 25%;">Fair</td> <td style="width: 25%;">Poor</td> </tr> <tr> <td colspan="4" style="text-align: center; font-weight: bold;">X</td> </tr> </table>	Exemplary	Good	Fair	Poor	X			
Exemplary	Good	Fair	Poor									
X												

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

Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	47	52	53	284
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

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

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	1	0	0
Total Teacher Mis-assignments	1	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98 %	2 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98 %	2 %

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

Support Staff

Academic Counselors and Other Support Staff 2009-10

Title	FTE Assigned to School
Academic Counselor	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	0
Psychologist	.80
Social Worker	0
Nurse	0.5
Speech/Language/ Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Academic Counselor	480

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.

Instructional Planning and Scheduling

Professional Development

The primary areas for staff development are the development of Power Standards and Common Assessments to align with those standards. Another major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. We are also developing small learning communities in our high schools.

As a result of involvement with the Springboard Leadership Network in the past we are implementing the Professional Learning Community model. The district provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

All students have current textbooks in good condition. In grades K-8, students have texts from the most recent State-adopted lists. In grades 9-12, students have Board-approved texts that support instruction based on California Content Standards. Every student has access to his or her own text-books.

In grades K-8, District committees are responsible for recommending new textbooks for adoption once the State-approved list has been published. In grades 9-12, departments identify needs and recommend new titles for consideration as courses are developed and new frameworks are published.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005; and Read 180	0%
Mathematics	Grade 7: Prentice Hall, Adopted 2008 Grade 8-12 Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8-12 Geometry: McDougall Littell or CPM, Adopted 2008	0%
Science	Grade 7-8: Science and Technology, Adopted 2001 Grade 9-12 Physical Science: Physical Science Concepts with Glencoe Earth Science, Holt Science Spectrum or Prentice Hall, Adopted 2002 Grade 10-12 Chemistry: Addison Wesley, Adopted 2002	0%
History- Social Science	Grade 7-8: Holt or History Alive Series, Adopted 2005	0%
Foreign Language	n/a	n/a
Health	n/a	n/a

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

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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Basic	Average Teacher Salary
School Site	Not available	Not available
District	\$9,312	\$62,029
Percent Difference – School Site and District		
State	\$5,681	\$57,352
Percent Difference – School Site and State		

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/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
Administrator Salaries		
Average Elementary Principal	\$77,655	\$92,053
Average Middle School Principal	\$81,888	\$95,666
Average High School Principal	\$85,042	\$94,401
Superintendent Salary	\$122,308	\$111,055
Percent of Budget for		
Teacher Salaries	39.73 %	0.30%
Administrative Salaries	5.50 %	

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Class Size Reduction in ninth grade
- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
7	19.6%	27.9%	31.8%

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pf/>. Scores are not shown when fewer than ten students were tested.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison

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	62	63	65	54	59	62	46	50	52
Mathematics	59	55	59	38	39	44	43	46	48
Science	68	69	71	61	64	65	46	50	54
History-Social Science	50	55	59	45	52	51	36	41	44

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

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	47	59	71	64
American Indian or Alaska Native	*	*	*	*
Asian	81	85	91	79
Filipino	80	87	*	*
Hispanic or Latino	43	39	52	38
Pacific Islander				
White (not Hispanic)	76	68	80	68
Male	61	60	71	60
Female	69	59	71	58
Economically Disadvantaged	42	38	51	40
English Learners	28	33	44	29
Students with Disabilities	35	19	37	9
Students Receiving Migrant Education Services	*	*	*	*

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

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 is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	8	8	8
Similar Schools	3	6	6

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	21	4	-5	808
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	17	16	-3	708
Pacific Islander				
White (Not Hispanic)	29	2	5	853
Socio-economically Disadvantaged	22	15	-9	708
English Learners	22	51	-4	716
Students w/Disabilities			-51	598

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* 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

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

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 indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		No	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	No	No
	Mathematics	No	No
API		Yes	Yes
Graduation Rate		n/a	Yes

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in Program Improvement	2006-07	2010-11
Year in PI	Year 5	Year 1
Number of Schools in this District Currently in PI		4
Percent of Schools in this District Currently in PI		22.2%

National Assessment of Educational Progress (NAEP)

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/>.

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress (NAEP) Results for Reading in 2007 and Mathematics in 2009 for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 207, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results for Students with Disabilities and/or English Language Learners

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 207, Grade 8	78	92	66	77
Mathematics 2009, Grade 8	85	96	78	92

Notes about NAEP and CST:

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