



Creating Successful Learners NOW...

NATIONAL SCHOOL DISTRICT
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Table of Contents

Class Size	2
Demographic Information	2
Parent Involvement	2
School Climate	3
School Facilities	3
Teachers	4
Support Staff	4
Curriculum & Instruction	4
Adopted Textbooks	5
School Finances	5
Student Performance	6
Accountability	7
NAEP	7

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Palmer Way School

www.nsd.us



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Introduction

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.

Data and Access

Data
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.

At Palmer Way School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Principal's Message

Palmer Way School is located in National City, California, a community south of San Diego. Palmer Way is a preschool to 6th grade elementary school. Forty nine percent of our students are English Language Learners and thirty five percent of our families receive Aid to Families with Dependent

Children. The staff consists of 33 certificated teachers and 16 classified. We have 28 regular classrooms and 4 Special Education classrooms.

Palmer Way has an excellent staff of teachers, aides and support staff who are committed to creating the best possible educational experience for your children. Our efforts have been focused on the improvement of student achievement at all levels and all children. This year, staff development focused on grade level writing with our new Learning Headquarters' core writing curriculum, academic language vocabulary and Visual and Performing Arts (VAPA). Bilingual teachers also received intensive Spanish English Bilingual Transference (SEBT) training.

This dedicated staff has provided many extra hours above and beyond to provide additional support to your children. Many teachers open their classrooms before school, during all recesses and after school to help students with math, reading or writing.

In addition, the Winners Growing Strong (WINGS) before and after school program provides many classes in academic support, fine arts, and physical education. Several classes have been formed before school by credentialed teachers to teach digital and video technology. Second through sixth grade students meet every morning at 7:00 AM to learn film making and digital photography. In addition, these students are creating Palmer Way's memory yearbooks as well as a digital DVD version. Students also support our weekly news broadcast and Public Service Announcements about social and community issues, such as recycling and respect. The Palmer Way Website was developed last year and continues to be a vital pathway for linking home and school communication. It enables teachers and students to post videos, photographs and news about Palmer Way.

Palmer Way has developed a comprehensive technology plan. Our vision is, "To create an environment that integrates technology as a natural part of the educational experience, and to provide all learners with the skills to access knowledge that will build a foundation for their future." Teachers use technology to collect, organize and analyze student achievement data to support and enhance our instructional program. As teachers monitor student progress, they are able to plan appropriate instruction and are therefore able to meet the needs of individual students. In addition, we have created goals that align with the National School Districts long-term goals for integrating technology. Our goals include two major curricular emphases (reading/language arts and math), sequential and grade appropriate digital technology integration, professional development for teachers and an ongoing focus on technological purchases.

School Accountability Report Card

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			Avg. Class Size	2007-08			Avg. Class Size	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	17.5	4		19.3	3	1		18.0	4					
1	19.3	4		18.0	4			19.0	4					
2	20.0	4		19.8	4			18.0	3					
3	20.0	4		19.5	4			20.5	2	2				
4	25.7		3	30.5		2		26.5		2				
5	32.0		3	30.5		2		33.0			1			
6	30.7		3	31.3		3		33.0			2			
K-3				28.0		2		18.0	1					
4-6								27.0	1	2				

Palmer Way has an excellent Parent Teacher Student Organization. We are thankful to have such a core group of dedicated parents to help us support our educational program. This year as in years past, our parents supported the many end of school activities for sixth grade including awards for good attendance, 6th grade camp and many end of year activities for our children.

Parents and community members are always welcome at Palmer Way. Come by for a visit, meet the staff and join us as we continue to create a school where all our students are successful.

CBET

(Community-Based English Tutoring) Program

CBET provides free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to school children with limited English proficiency.

Palmer Way Partnerships

Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our business partners include the Port District, Wells Fargo, Home Town Buffet, Washington Mutual Bank, Kiwanis Club, Lion's Club, Casa Men's Club, the Latino Officers Association, UCSD and SDSU. These partnerships have enabled us to provide certificates for our reading incentive program, field trips, and materials for school projects, certificates for our monthly awards assemblies, and incentives for student attendance, assistance with sixth grade camp and sixth grade year end activities, and items for our fundraising efforts.

Parent Involvement

Contact Person Name: School Office
Contact Person Phone Number: (619) 336-8900

Home/School Partnership:

- *Por la Vida* (Parent Education)
- *The Parent Institute* (Parent Education)
- Parent/Teacher/Student Organization (PTSO)
- Grandparent Program
- Barbecue Dinners (parent appreciation)
- School Site Council
- English Language Advisory Committee (ELAC)
- Parents Volunteers

- Family Fun and Literacy Nights

School Enrollment by Grade Level

The following chart outlines the number of students in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2008-09:

Grade Level	Enrollment
Kindergarten	90
Grade 1	90
Grade 2	67
Grade 3	86
Grade 4	74
Grade 5	82
Grade 6	82
Total Enrollment	571

Demographic Information

The following chart outlines the racial/ethnic breakdown of the student body as reported by the California Basic Educational Data Systems (CBEDS) in 2008-09:

Racial/Ethnic Category	Percentage of Students
African-American	4.55
American Indian or Alaska Native	0.18
Asian	0.53
Filipino	25.74
Hispanic or Latino	65.85
Pacific Islander	0.70
White (Not Hispanic)	2.45
Socioeconomically Disadvantaged	100.0
English Learners	62.00
Students with Disabilities	6.00

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: November 2009

Date the plan was last reviewed with the staff: November 2009

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

We have worked with the District and the local police department to develop our own site plan. We have monthly fire drills and quarterly earthquake and stranger on campus drills. A disaster drill is conducted annually.

Student safety ensures that rules are followed during recess and lunch, which help to keep the school safe, orderly, and clean.

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Just Say No Program
- Positive Discipline Program (School Counselor coordinates)
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Multicultural Activities that Promote Self-esteem
- Academic/Citizenship Recognition
- Second Step

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

Rate	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	2.8	1.5	0.5	3.3	1.8	1.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

School Facilities:

Adequacy of School Facilities

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvement have been addressed:

- 1997 – Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

Palmer Way currently has 28 regular classrooms and 12 relocatable buildings.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (2009-10)

This table displays the results of the most recently completed school site inspection, done on July 24, 2009, to determine the school facility's good repair status. (No deficiencies were found)

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

School Accountability Report Card

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Technology in the Classroom

The following chart outlines the number of computers available to the students at Palmer Way School in each classroom:

Classroom	Number of Computers
Kindergarten	20
Grade 1	30
Grade 2	26
Grade 3	32
Grade 4	28
Grade 5	28
Grade 6	28

Deferred Maintenance Fund

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 2009-10 school year, the district has budgeted \$285,000 for the deferred maintenance program. This represents 0.62% of the district's general fund.

For the 2009-10 school year, the District's Governing Board has approved deferred maintenance projects for all ten schools that will result in asphalt paving, fencing, flooring, millwork and roofing.

Teachers:

Core Academic Courses Taught by NCLB Compliant Teachers (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 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
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	0.0	0.0

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	31	31	29	266
Without Full Credential	1	1	2	4
Teaching Outside Subject Area of Competence	0	0	0	

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

Support Staff:

Student Support Services

Our school is serviced by the following student support staff:

Title	FTE
Psychologist	1.0 (part-time)
Counselor	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (part time)
Impact Teachers	3.0
Nurse	1.0 (part time)
Medical Assistant	1.0 (part time)
Resource Specialist Program	1.0
Library Media Specialist	1.0 (part-time)
Speech/Language/Hearing Specialist	3.0 (part-time)
Language Arts Specialist	1.0

Curriculum and Instruction:

Specialized Programs

EXCEPTIONAL NEEDS STUDENTS: Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program will continue to participate in the general education classroom for some part of each school day. In 2009-2010, our school had approximately 22 RSP

students and 32 speech students who qualified for these special education programs.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. During the 2009-10 school year we had 366 English Learners enrolled. We strive to advance our English Learners into regular classes as soon as possible.

Other Programs

The following are other programs that support instruction and learning:

- Before and After-School Program
- Success Maker, ReadAbout and Reading Counts computer programs
- Instrumental/Choral Music
- Visual and Performing Arts
- Rolling Readers
- Border Voices Poetry
- School Athletic Programs

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

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on September 9, 2009 that each pupil in the district, in kindergarten through grade six, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Meets State Requirements	0%
Mathematics	Meets State Requirements	0%
Science	Meets State Requirements	0%
History-Social Science	Meets State Requirements	0%
Health	Meets State Requirements	0%

Adopted Textbooks and Other Instructional Materials

All students have access to current, standards-based textbooks and other instructional materials. Below is a listing of the California State Board of Education adopted core and supplemental instructional materials for each grade level that we are presently using:

# of Years in Use	Course/Content Area	Adoption
6	Language Arts	Houghton-Mifflin—Grades K-6 SRA's <i>Open Court</i> , Special Education Mathematics
8	Mathematics	MacMillan/McGraw-Hill Harcourt
2	History/Social Science	<i>Reflections</i> Grades K - 6 Macmillan-McGraw-Hill
1	Science	California Science Grades K-6
5	English Language Development	Rigby: <i>On Our Way to English</i> , Grades K-5 Hampton Brown, Grade 6

Professional Development

Teacher in-service days are devoted to providing school site-based staff development for all teachers. Teachers have opportunities to attend conferences. In-service topics include classroom management and effective instructional strategies as well as training in specific content areas appropriate to the level of the teachers' assignments. Some in-services include the following:

- Technology
- Math Content Training
- Focused Approach to English Language Development
- Academic Vocabulary
- Learning Headquarters' Writing Program
- Spanish English Biliteracy Transference (Bilingual Teachers)
- Visual and Performing Arts

Student Progress

Student progress is reported to staff, students, parents, the school community through Back-to-School Night, School Site Council, PTSO parent meetings and parent conferences. In addition, every teacher sends home a classroom newsletter each month highlighting expectations for curriculum as well as weekly classroom activities.

Students are assessed three times a year using District assessments. This information is analyzed by the staff and used by teachers to plan

School Finances:

Pupil Expenditures 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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,220	\$796	\$4,424	\$64,994
District			\$4,368	\$64,308
Percent Difference-School Site and District			1%	1%
State			\$5,512	\$67,082
Percent Difference-School Site and State			(20%)	(3%)

School Accountability Report Card

their instructional program to meet the needs of their students. The information is also shared with parents at parent/teacher conferences.

STAR assessment results are sent home to parents at the beginning of the school year via a parent letter. School staff is available to discuss the results of the STAR assessments with parents. STAR assessment information is presented to parents/school community at parent meetings and the School Site Council.

Teacher & Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,461	\$41,866
Mid-Range Teacher Salary	\$60,213	\$68,220
Highest Teacher Salary	\$80,874	\$86,536
Average Principal Salary (Elementary)	\$111,702	\$107,858
Superintendent Salary	\$154,800	\$178,938
Percentage of Budget for Teachers Salaries	42.4%	42.1%
Percentage of Budget for Administrative Salaries	5.6%	5.5%

Other Funding Sources

To help ensure a quality education for all students, state and federal funding is provided to Palmer Way School for the following special programs to supplement the core instructional program provided by the District:

Funding Source	09-10 Allocation
Title I	\$155,037
Economic Impact Aid (SCE)	\$72,290
Economic Impact Aid (LEP)	\$158,672
Total	\$385,999

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 in grades two through eleven, and 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 for grades three through eight and science in grades five and eight 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>.

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		
	07	08	09	07	08	09	07	08	09
ELA	45	51	55	36	40	46	43	46	50
Math	58	57	59	49	53	56	40	43	46
Science	36	44	44	23	32	39	38	46	50

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.

Standardized Testing and Reporting Results by Student Group (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 Level		
	ELA	Math	Science
African American	50	50	*
Filipino	72	80	55
Hispanic or Latino	47	49	39
White (not Hispanic)	64	64	*
Male	54	59	45
Female	57	58	43
Socioeconomically Disadvantaged	55	59	44
English Learners	46	55	30
Students with Disabilities	75	60	*

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.

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percent of Students Meeting Fitness Standards (on all six fitness standards)			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5	21.7	18.1

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.

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 site 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	6	7	7
Similar Schools	10	10	10



API Changes by Student Group Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students	9	14	22	829
Filipino	14	0	20	908
Hispanic or Latino	3	10	13	786
Socioeconomically Disadvantage	9	14	22	829
English Learners	12	0	29	813

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) 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 site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes

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/>.

School Accountability Report Card

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/>.

NAEP 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 grade four.

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
Math 2009, Grade 4	232	239	41	25	5

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners 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 grade four.

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
Math 2009, Grade 4	79	96	84	94

