

# School Accountability Report Card

## Reported for School Year 2008-09 Published During 2009-10

### Executive Summary School Accountability Report Card, 2008-09

#### Napa County Community School

Address: 2121 Imola Ave. , Napa CA 94559 Phone: 707-253-6817  
Principal: Sandra Leveque Grade Span: 7 - 12

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

Napa County Community School is an alternative program that serves the educational needs of students who are under the protection or authority of the juvenile court or local school district. Our mission, beliefs, goals and curriculum are aligned with the state Juvenile Court and Community Schools.

Our mission is to empower students to become productive members of the community by providing quality learning opportunities in:

- Academic skills and achievement
- Independent Living Skills: successful transition/integration from school to community
- Positive self-concepts/personal empowerment
- Effective relationships with others

#### Student Enrollment

Group	Percent
African American	4.00 %
American Indian or Alaska Native	0.67 %
Asian	0.67 %
Filipino	1.33 %
Hispanic or Latino	57.33 %
Pacific Islander	%
White (not Hispanic)	34.00 %
Multiple or No Response	2.00 %
Socioeconomically Disadvantaged	56.00 %
English Learners	25.00 %
Students with Disabilities	20.00 %
<b>Total Number of Students</b>	150

#### Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	15%
Mathematics	4%
Science	10%
History-Social Science	0%

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	435 *
Statewide Rank (from 2008 Base API Report)	B *
2009-10 Program Improvement Status (PI Year)	n/a

## School Facilities

### Summary of Most Recent Site Inspection

Passed all areas of inspection.
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### Repairs Needed

None needed.
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## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	n/a

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$88.84
District	Not Available
State	\$5,512

## School Completion

Indicator	Result
Graduation Rate	65.9%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

## NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261

Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

### NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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

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

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Napa County Community	District Name	Napa County Office of Education
Street	2121 Imola Ave.	Phone Number	707-253-6810
City, State, Zip	Napa , CA 94559	Web Site	www.ncoe.k12.ca.us
Phone Number	707-253-6817	Superintendent	Barbara Nemko
Principal	Sandra Leveque	E-mail Address	bnemko@ncoe.k12.ca.us
E-mail Address	sleveque@ncoe.k12.ca.us	CDS Code	28- 10280- 2830099

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

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Napa County Community School is an alternative program that serves the educational needs of students who are under the protection or authority of the juvenile court or local school district. Our mission, beliefs, goals and curriculum are aligned with the state Juvenile Court and Community Schools.

Our mission is to empower students to become productive members of the community by providing quality learning opportunities in:

- Academic skills and achievement
- Independent Living Skills: successful transition/integration from school to community
- Positive self-concepts/personal empowerment
- Effective relationships with others

We feel that it is important that the Community School provides:

1. Opportunities for students to complete a course of student leading to a high school diploma, General Education Development (GED) Certificate, or State High School Proficiency Certificate (CHSPE)
2. Opportunities for students to develop their individual potential and an appreciation of self and others, while learning to become productive citizens.
3. Opportunities to develop individual talents, critical thinking and problem solving skills, and the knowledge to succeed.
4. Opportunities for student to become computer literate and utilize technology for learning experiences.

Students are placed in Community Schools when referred by the juvenile court or a deputy probation officer, expelled from school, or referred by a Student Attendance Review Board (SARB). Community Schools may also serve homeless students and students referred by their local school district with parental consent. Since each community schools student was previously placed in a local school education program, the juvenile court and community schools programs seek to transition the students back to an appropriate educational, training. and/or employment setting upon release or after the court terminates jurisdiction.

We believe:

- Our students are important and worthwhile.
- Our students can learn, achieve, and succeed.
- Our students, with appropriate support/guidance, need to build their own academic plan.
- Our student population requires a responsive, supportive, dedicated, and highly capable staff.
- It is critical to create and maintain a school program and environment that enables students to be self-directed, motivated, and responsible.
- Success of Juvenile Court and Community Schools depends on interagency cooperation.

Our goals:

- To provide a school program and setting that makes our students feel they belong, are cared about, and are important.
- To provide quality curriculum and instruction within the context of a supportive and stimulating environment.
- To strive for excellence in delivering essential public school services.
- To develop our students' academic, technological and vocational skills.
- To develop our students' social responsibility and citizenship skills.
- To develop our students' problem-solving skills.
- To develop our students' self-concept and personal development skills.
- To help our students redevelop a strong bond to school and a commitment to education.
- To transition students back to the local school district programs as soon as it is appropriate.
- To prepare our students to qualify for post-secondary schooling.
- To teach our students healthy and drug-free lifestyles.

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

Opportunities for Parental Involvement (School Year 2008-09)

Parents initially meet with their child's teacher during parent/student orientation. The purpose of this meeting is to review the student's transcript, and to inform the parent and student of school rules and to help them understand the school culture. Parents attend bi-monthly meetings with school staff to discuss student academic and behavioral progress. Parents complete yearly surveys which allow them to give input into school planning, decision making and goal setting. Parents receive data on their child's progress quarterly as well as test results from STAR/CST, CELDT, CAHSEE and other school testing.

## 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 7	7

Grade 8	11
Grade 9	37
Grade 10	39
Grade 11	30
Grade 12	26
Total Enrollment	150

### Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	4.00 %
American Indian or Alaska Native	0.67 %
Asian	0.67 %
Filipino	1.33 %
Hispanic or Latino	57.33 %
Pacific Islander	%
White (not Hispanic)	34.00 %
Multiple or No Response	2.00 %
Socioeconomically Disadvantaged	56.00 %
English Learners	25.00 %
Students with Disabilities	20.00 %

### 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	17.4	8	0	1	13.8	6	0		12.5	6	0	
Mathematics	17.4	8		1	14.6	7		1	15.0	6	1	
Science	16.2	8	1		12.3	6			12.0	6		
Social Science	16.2	8	1		12.3	6			12.3	6		

## III. School Climate

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

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

The Court and Community School is committed to providing a safe and secure campus for all students. The school safety plan includes procedures for a variety of emergency situations, is updated yearly, and is based upon the Safe Schools Plan template. It includes the ability to communicate with the school office, site administrators and outside agencies for ongoing support services in the event of an emergency. A sheriff's deputy is assigned to our campus as a School Resource Officer, through a contract we have with the County of Napa. All of our classrooms are equipped with surveillance cameras, and all classrooms (with the exception of that at Wolfe High) are equipped with metal detectors. These have been put in place to act as a deterrent against unwelcome behaviors on the school campus.

### 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	110.8	97.7	128.7	90.4	98.0	115.3
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

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

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

All of our classrooms are self contained. There have been no changes to our buildings recently beyond general upkeep and repair, and there are none planned in the near future. At our Imola site, we working on a campus beautification project that would incorporate the addition of planters filled with plants that are both deer and drought resistant.

### 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.

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

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	9	8	7	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	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

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	45.7	54.3
All Schools in District	46.7	53.3
High-Poverty Schools in District	46.7	53.3
Low-Poverty Schools in District		

## VI. Support Staff

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

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

Title	Number of FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Psychologist	0.9
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.5
Other	1.5

## VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Fair		0
Mathematics	Fair		0
Science	Fair		0
History-Social Science	Fair		0
Foreign Language	Fair		0
Health	Fair		0
Visual and Performing Arts	Fair		0
Science Laboratory Equipment (grades 9-12)	none		0

## VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10118.60	\$10,029.77	88.83	63614.00
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

### 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.

Community School programs either through categorical funds or other sources:

- National School Lunch Program
- CAHSEE Intervention

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA

includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	4	7	6	4	7	7	43	46	50
Mathematics	5	10	2	4	11	8	40	43	46
Science	4	7	10	3	7	12	38	46	50
History-Social Science	0	0	12	0	0	10	33	36	41

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

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian				
Filipino	*	*		
Hispanic or Latino	5	0	4	5
Pacific Islander	*	*	*	*
White (not Hispanic)	7	*	15	23
Male	7	3	11	10
Female	0	0	*	*
Economically Disadvantaged	3	4	10	5
English Learners	4	0	*	*
Students with Disabilities	0	*	*	*
Students Receiving Migrant Education Services				

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

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	*	*	*
9	36.4	0.0	0.0

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

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

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

API Rank	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

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

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

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	16	79	-56	435 *

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

## School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		38.2	33.6				3.5	4.4	3.9
Graduation Rate		75.0	65.9				83.4	80.6	80.2

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	40	LEA Provided	N/A
African American	3	LEA Provided	N/A
American Indian or Alaska Native		LEA Provided	N/A
Asian	1	LEA Provided	N/A
Filipino		LEA Provided	N/A
Hispanic or Latino	14	LEA Provided	N/A
Pacific Islander		LEA Provided	N/A
White (not Hispanic)	22	LEA Provided	N/A
Socioeconomically Disadvantaged	14	LEA Provided	N/A
English Learners	6	LEA Provided	N/A
Students with Disabilities	9	LEA Provided	N/A

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative LEA Provided
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## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	106
Percent of the school's pupils completing a CTE program and earning a high school diploma	35%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	none

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student

enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	None
Graduates Who Completed All Courses Required for UC/CSU Admission	none

## XII. Instructional Planning and Scheduling

### Professional Development

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

For the previous three school years, we had three full days and at least one hour each week dedicated to staff and professional development.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

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

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2

Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92