

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

## Fort Bragg Middle School

**Fort Bragg Middle School**

500 Harold Street  
 Fort Bragg, CA 95437  
 (707) 961-2870

Grades 6 – 8

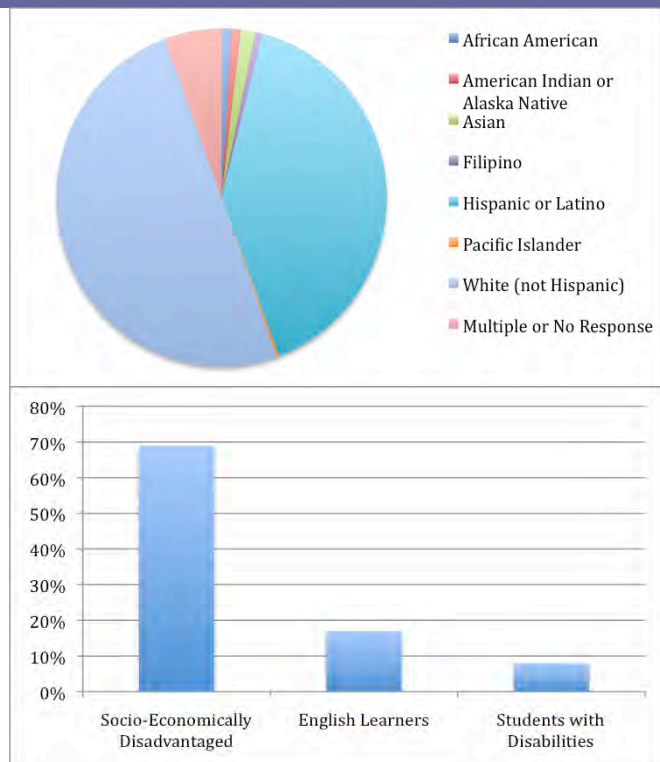
Donna Miller, Principal  
[dmiller@fbusd.us](mailto:dmiller@fbusd.us)

Fort Bragg Middle School (FBMS) is located on the pacific coast surrounded by ocean, lush forests and wildlife habitats. The school is the cornerstone of education for 443 students' grades sixth through eighth. All students have access to our instructional program that includes core academic classes, exploratory classes, and physical education. Students have a double period of Language Arts with support for strategic and intensive interventions in both language arts and mathematics. The academic curriculum is enriched by the exploratory classes: AVID, art, wood shop, choir, music, and computers. Beyond the regular school day students may participate in: the After School Program, for homework assistance and social activities; sports such as volleyball and basketball; and a variety of clubs, including MESA, drama or climbing.

Fort Bragg Middle School's academic growth is steadily advancing as measured by the state's Academic Performance Index. As a Professional Learning Community we have a collective duty to ensure all students are purposefully engaged in a comprehensive, rigorous educational program, where each student promotes at the end of eighth grade with skills and knowledge necessary to propel them through high school, towards college or future careers.

Because Fort Bragg Middle School is a Professional Learning Community, and a PBIS school, all staff members participate in helping students to be safe, respectful and responsible within a compassionate school environment.

### Student Enrollment:



*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	52 %
Mathematics	42 %
Science	67 %
History/ Social Science	44 %

## Academic Progress

### Indicator

2010 Growth API Score (from 2010 Growth API Report)	765
Statewide Rank (from 2009 Base API Report)	5
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	28
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	not available
State	\$5,681

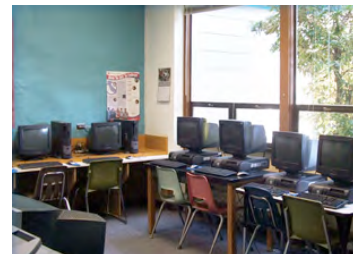
## School Facilities

### 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.



# 2009-10 School Accountability Report Card (SARC)

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## Fort Bragg Middle School

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Grades 6 – 8

500 Harold Street  
Fort Bragg, CA 95437  
(707) 961-2870

CDS Code: 49-65565-6061667

Donna Miller, Principal  
[dmiller@fbusd.us](mailto:dmiller@fbusd.us)

**Fort Bragg Unified**  
Donald Armstrong, Superintendent  
[darmstrong@fbusd.us](mailto:darmstrong@fbusd.us)

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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.*

### About This School



Fort Bragg Middle School (FBMS) is located on the pacific coast surrounded by ocean, lush forests and wildlife habitats. The school is the cornerstone of education for 443 students' grades sixth through eighth. All students have access to our instructional program that includes core academic classes, exploratory classes, and physical education. Students have a double period of Language Arts with support for strategic and intensive interventions in both language arts and mathematics. The academic curriculum is enriched by the exploratory classes: AVID, art, wood shop, choir, music, and computers. Beyond the regular school day students may participate in: the After School Program, for homework assistance and social activities; sports such as volleyball and basketball; and a variety of clubs, including MESA, drama and climbing.

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## 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

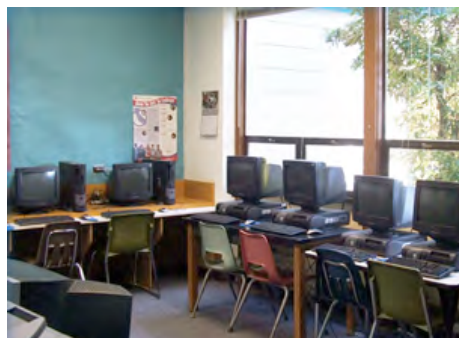
*Internet access is available at public libraries and other locations that are publicly accessible (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, 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.*

### Mission Statement

The mission of Fort Bragg Middle School is to encourage and support student achievement as we strive for excellence. We seek to do this in a safe environment by developing positive relationships within the school, family, and community.

### Vision Statement

Our vision is to create an environment where all students come to school prepared and eager to learn. Where all students will understand that they are actively supported in their efforts to succeed socially and academically. Our students will become productive, responsible, and successful citizens of the global community.



## Student Enrollment 2009-10

### By Grade

Grade	# Students
Grade 6	154
Grade 7	141
Grade 8	131
<b>Total</b>	<b>426</b>

### By Group

African American	0.94%
American Indian or Alaska Native	0.94%
Asian	1.41%
Filipino	0.70%
Hispanic or Latino	40.38%
Pacific Islander	0.23%
White (not Hispanic)	49.77%
Multiple or No Response	5.63%
Socio-Economically Disadvantaged	69%
English Learners	17%
Students with Disabilities	8%

## Opportunities for Parental Involvement

Contact (707) 961-2870

Fort Bragg Middle School actively engages parents in the classroom and in extra curricular activities such as dances, sports, music, theater arts, year book, field trips and an eighth grade promotion committee. The result is a family-like environment where adults and children work closely together for a better educational program. The Parents Club is instrumental in raising and disbursing funds every year to support student activities that may otherwise not be possible. FBMS greatly appreciates all that they do to enhance every child's educational experience.

Parent Club executive officers:

Brad Gardner, President,  
Crystal Sanderson, Vice President  
Jen Gardner, Secretary  
Jen Bosma, Treasurer  
Kim Nell, Treasurer

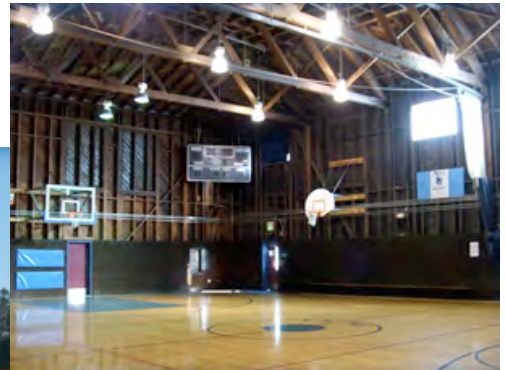
Interested parents/guardians or community members may contact the Fort Bragg Middle School Parents Club at (707) 961-2870



## 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	18.5	16	6		19.7	14	12		19.8	5	13	
Mathematics	25.5	3	12		24.6	8	15		22.6	2	16	
Science	23.1	6	9		25.	1	11		21.8	6	12	
Social Science	22.4	6	77	23.6	3	8			21.4	8	10	

*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)*



## School Climate

### School Safety Plan 2008-09

Fort Bragg Middle School is in year four of PBIS, Positive Behavior Intervention Support Program with Dr. Dale Myers. PBIS allows for the development and implementation of a systems approach for building capacity, focusing on prevention and instruction, clearly defined behavior expectations, explicitly taught. The Positive Behavior Intervention Support Program is an essential element of our Professional Learning Community, assisting students to meet goals for achievement, providing staff with tools to effectively support student behavior, helping parents learn skills and strategies necessary for student success. All students are taught how to be successful at school following our three school rules: safe, respectful and responsible.

To ensure a safe and orderly campus, members of the administration, teachers and staff monitor the premises before, during and after school. We provide quick intervention in matters of discipline, regardless of whether they are minor or major. We hold regular emergency fire and earthquake drills and our classrooms are equipped with phones for expedient communication in case of an emergency. We explicitly instruct our students on safe and appropriate behavior.

For more information about PBIS, contact, teacher Kirsten Mauer at 707-961-2870; or Dr. Dale Myers at [drdaleconsulting@aol.com](mailto:drdaleconsulting@aol.com), or 541-760-6208.

### Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	38.6%	34.5%	20.7 %	29.4%	27.8%	not available
<b>Expulsions</b>	0 %	0 %	0 %	0 %	0.1 %	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

Fort Bragg Middle School originated in 1938 as Fort Bragg High School and then in the sixties became a junior high and evolved to the middle school status. The warm redwood and fir wood interiors enhance the beauty and charm of this eloquent building. It must be noted that part of the middle school facilities is Fort Bragg's famous Cotton Auditorium which has also been refurbished.

School Facilities Good Repair Status 2010-11				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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>	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 Summary of Facility Good Repair Status</b>				Exemplary    Good    Fair    Poor
				<b>X</b>

*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	26	26	28	122
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	0	0	0
Total Teacher Mis-assignments	0	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	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

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	1.0
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (paraprofessional)	n/a
Psychologist	0.15
Social Worker	n/a
Nurse	n/a
Speech/Language/ Hearing Specialist	n/a
Resource Specialist (non-teaching)	
Other	
<b>Average Number of Students per Academic Counselor</b>	<b>434</b>

*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.*



## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Prentice Hall Literature: <i>Timeless Voices, Timeless Themes</i> – State Adopted 2002. SRA <i>Reach</i> , Hampton Brown <i>High Point</i> , ELD Program – State Board Adopted 2002. Hampton Brown National Geographic <i>Inside</i> , Intervention and ELD Program – State Board Adopted 2008	0%
Mathematics	6 <sup>th</sup> grade – McDougal Little <i>Mathematics</i> – State Board Adopted 2007 7 <sup>th</sup> & 8 <sup>th</sup> grade – McDougal Little <i>Pre-Algebra</i> and <i>Algebra 1, CA Math Algebra I</i> – State Adopted 2007	0%
Science	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> grade - Holt Rinehart <i>CA Focus on Earth, Life and Physical Science</i> – State Board Adopted 2000	0%
History- Social Science	TCI <i>History Alive</i> – State Board Adopted 2006	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	Total	Average Teacher Salary
School Site	not available	\$55,563
<b>District</b>	not available	\$50,149
Percent Difference – School Site and District		
<b>State</b>	\$5,681	\$61,706
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 Certified 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
<b>Teacher Salaries</b>		
Beginning Teacher Salary	\$34,500	\$38,970
Mid-Range Teacher Salary	\$44,500	\$59,776
Highest Teacher Salary	\$67,500	\$78,072
<b>Administrator Salaries</b>		
Average Elementary Principal	\$75,771	\$94,605
Average Middle School Principal	\$78,348	\$98,480
Average High School Principal	\$81,915	\$106,266
Superintendent Salary	\$120,000	\$144,721
<b>Percent of Budget for</b>		
Teacher Salaries	37.90 %	38.80 %
Administrative Salaries	7.00 %	6.00 %

*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

### **Description of Centralized Services Expenditures**

The following services in support of this school are provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

### **Funding Sources: Title I, EIA, General Fund**

Services provided include:

Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staffs, school site councils; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school sites; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district; monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; preparing the annual CAL-Works report, providing an annual report to the Board of Trustees for categorical programs.

### **Funding Source: EIA/LEP**

Services provided include:

Providing instructional staff and administrators with research-based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting data for annual report.

# Instructional Planning and Scheduling

## Professional Development

Fort Bragg Unified School District participates in a systematic process that develops and builds collective capacity to support a Professional Learning Community. The foundation of our culture is supported through our Positive Behavior Intervention Support Program and a core belief that all children have the ability to learn.

Fort Bragg Middle School Professional Learning Community collaborates four times a month to review student data and discuss individual students in either a Data Department meeting, or Student Focus meeting. FBMS has a high level of expectation for student achievement, and therefore hold teachers to the same high expectations to improve their own practice.

The middle school staff's professional development is centered on student learning, guided by collective inquiry, action orientation/experimentation, commitment to continuous improvement, and results orientation. Professional training this year focuses on the book by Robert Marzano (2001), Classroom Instruction that Works, facilitated by Mendocino County Office of Education.

FBMS administrators and six teachers collaborate quarterly with Mendocino – Lake Leadership Network, to create and sustain a supportive, collaborative culture to ensure that learning goals are met for all students. After each session the team meets with staff to share and implement ideas and plans for student success.

In support of the district goal to help English Language Learners (ELLs) become high achievers, teachers meet collaboratively to advance instructional strategies through, Student Focus Meetings, Stellar strategies, use of data review and analysis to guide instruction. FBMS follows district guidelines for Title III IPA, using the ELD standards along with a SMART Plan for monitoring student progress.

Fort Bragg Middle School, supported by family and community, participates in the Positive Behavior Intervention Support Program (PBIS) to increase student achievement, encourage appropriate behavior, and discourage inappropriate behavior. The PBIS team meets bi-monthly.

For more information about Fort Bragg Middle School, please contact Principal, Donna Miller at (707) 961-2870.

### 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
5	46	19	27

*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/pff/> 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	45	47	52	49	49	50	46	50	52
Mathematics	32	35	42	40	41	44	43	46	48
Science	53	59	67	51	51	54	46	50	54
History-Social Science	24	36	44	46	47	49	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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	43	40	66	49
Pacific Islander	*	*	*	*
White (not Hispanic)	57	42	64	40
Male	45	40	66	49
Female	57	43	68	40
Economically Disadvantaged	43	35	64	41
English Learners	6	14	17	0
Students with Disabilities	29	26	*	*
Students Receiving Migrant Education Services	35	44	62	44

\* 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	5	5	5
Similar Schools	2	3	3

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	22	18	18	765
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	53	20	16	723
Pacific Islander				
White (Not Hispanic)	8	16	18	762
Socio-economically Disadvantaged	17	29	6	720
English Learners	36	10	-10	663
Students w/Disabilities				

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	Pending

### 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	2003-04	2006-07
Year in PI	Year 5	Year 3
Number of Schools in this District Currently in PI		3
Percent of Schools in this District Currently in PI		37.5%

# 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 Level	Grade	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/hr>.