

SCHOOL ACCOUNTABILITY REPORT CARD

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Vera Valdivia, Principal

Dewey Elementary School

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What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data in this SARC are from the 2006–07 school year or the two preceding years (2004–05 and 2005–06). Graduation, dropout, and fiscal data are from 2005–06. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC (available at the California Department of Education Web site at www.cde.ca.gov/ta/ac/sa/definitions07.asp) are consistent with State Board of Education guidelines.

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at studata.sandi.net/research/sarcs/.

School Description and Mission Statement

In 2006, George Dewey Elementary School was recognized as a National Blue Ribbon School by the U.S. Department of Education. Considering that only 250 schools (public and private) nationwide were recognized, this is a huge honor for our school.

George Dewey Elementary School is located in the Midway area of San Diego. The majority of students live in Liberty Station and Gateway Village, which are military-dependent housing developments bordering the school. Apartments and several motels make up the remainder of the school community. The community is bordered on all sides by commercial or government facilities. In addition to our 17 K–4 classes, Dewey also serves students on site through our Child Development Center. Students that are certified for the Gifted and Talented Education (GATE) program are served in a combined Grade 3–4 classroom.

Our mission: "Every student at George Dewey Elementary School can and will learn in a safe, caring environment through a curriculum designed to meet his or her needs."

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Teachers are pleased to have parents come to observe or to discuss their child's progress. If you can share an hour per week, we would love to have you as a volunteer. Please call the school office to make arrangements.

The Dewey Site Governance Team/School Site Council (SSC) meets 10 times a year to review and makes decisions about school operations and instructional programs. Parents and staff members elect this group, and its purpose is to improve teaching and learning at Dewey School. The SSC members review and make decisions about activities for Title I funding and schoolwide improvement.

Dewey has partnerships with the U.S. Navy, Atlas, Washington Mutual, BookStar, and Kobey's Swap Meet. Their employees read to our students and provide some financial support.

If you want to get involved, please contact Heather Manly at (619) 223-8131.

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

Grade Level	Enrollment on September 29, 2006
Kindergarten	121
1	96
2	78
3	60
4	66
TOTAL	421

Student Enrollment by Group

Racial/Ethnic Subgroup	Number of Students	Percentage of Enrollment
African American	98	23.3
Asian	20	4.8
Filipino	19	4.5
Hispanic	146	34.7
Indochinese	0	0.0
Native American	6	1.4
Pacific Islander	5	1.2
White (Not Hispanic)	125	29.7
Socioeconomically Disadvantaged	275	65.2
English Learners	119	28.3
Students with Disabilities	24	5.7

* As of May 2007

Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2005			2006			2007					
	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			19	5			17	8		
1	17	3			19	4			17	5		
2	15	2			13	4			19	3		
3					14	2			21	1	1	
4	22		1		24		1		27		2	
K-3	16	3			13	3			19	4		
3-4									20	1		

SCHOOL CLIMATE

School Safety Plan

Last Review/Update: August 2006

Last Discussed with Staff: August 31, 2006

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, specific school-building security procedures are implemented by the school staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

		2005		2006		2007	
		School	District	School	District	School	District
Suspensions	Number	1	14,103	3	14,420	9	14,738
	Rate per 100 students	0.41	1.84	1.04	2.08	2.14	2.25
Expulsions	Number	0	545	0	610	0	394
	Rate per 100 students	0.00	<0.05	0.00	<0.05	0.00	<0.05

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2005	2006	2007
Percentage Actual Attendance	95.68	95.20	95.88

SCHOOL FACILITIES

School Facility Conditions and Improvements

Our school has received upgrades thanks to Proposition MM. Our school received a new library, a lunch-court shelter, instructional support space, improved access for the physically disabled, and technology upgrades. We also received interior and exterior painting, flooring and carpeting, window blinds, playground equipment, paving and roofing, and ceiling- and wall-mounted fans.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with some previous years' summaries, which cited only "emergency needs."

Inspection Date: November 7, 2007

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas leaks	✓			
Mechanical systems	✓			
Windows/doors/gates (interior and exterior)	✓			
Interior surfaces (walls, floors, and ceilings)	✓			
Hazardous materials (interior and exterior)	✓			
Structural damage	✓			
Fire safety	✓			
Electrical (interior and exterior)	✓			Kitchen - light tube not working
Pest/vermin infestation	✓			
Drinking fountains (inside and out)	✓			Area 1 - Drinking fountain not working
Restrooms	✓			
Sewer	✓			
Playground/school grounds	✓			Small sink hole, needs patch (asphalt)
Roofs	✓			
Overall Cleanliness	✓			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005	2006	2007	2007
Full credential and teaching in subject area	17	22	29	5,351
Full credential but teaching outside subject area	0	1	0	516
Without full credential	0	0	1	625
Total	17	23	30	6,492

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 (long-term vacancies for which there was no teacher assigned by the 20th school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2008, the most current data are reported.

	2006		2007		2008	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by No Child Left Behind (NCLB)-Compliant Teachers (2007)

The NCLB Act required all teachers of core academic subjects to be “highly qualified” no later than the end of the 2006–07 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage 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	96.0	4.0
High-Poverty Schools in District	95.0	5.0
Low-Poverty Schools in District	98.7	1.3

SUPPORT STAFF

Academic Counselors and Other Support Staff (2007)

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 the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2007)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in Grades 9–12. The following table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	0
Health	0
History–Social Science	0
Mathematics	0
Science	0
Science Laboratory Equipment (Grades 9-12)	0
World Language	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2007)

All textbooks and instructional materials come from state or district lists.

Subject Area	Grade Level	Instructional Material or Textbook	Adoption Year
English Language Arts	K–6	<i>A Legacy of Literacy</i> , Houghton Mifflin	2002–03
Health	K–6	<i>Harcourt Health and Fitness</i> , Harcourt School Publishers	2006–07
Health	6–8	<i>California Health and Wellness</i> , Macmillan McGraw-Hill	2006–07
History–Social Science	K–6	<i>California Reflections</i> , Harcourt School Publishers	2007–08
Mathematics	K–6	<i>Harcourt Math</i> , Harcourt School Publishers	2002–03
Science	K–5	<i>Harcourt Science</i> , Harcourt School Publishers	2001–02
Science	6	<i>Holt Science and Technology: Earth Science (with Foss Kits 1995–96)</i> , Holt, Rinehart, and Winston	2003–04

SCHOOL FINANCES

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2005–06)

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 and teacher salaries can be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/ and 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	\$6,656	\$947	\$5,710	\$56,568
District	—	—	\$5,703	\$56,591
Percentage Difference: School Site and District	—	—	0.1	0.0
State	—	—	\$4,943	\$60,032
Percentage Difference: School Site and State	—	—	15.5	-5.8

Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2005–06)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/.

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$35,725	\$38,937
Mid-Range Teacher Salary	\$54,285	\$61,080
Highest Teacher Salary	\$72,635	\$76,443
Average Principal Salary (Elementary School Level)	\$98,312	\$99,694
Average Principal Salary (Middle School Level)	\$100,760	\$103,687
Average Principal Salary (High School Level)	\$105,430	\$112,983
Superintendent Salary	\$258,750	\$195,054
Percentage of Budget for Teachers' Salaries	36.9%	40.1%
Percentage of Budget for Administrative Salaries	4.6%	5.4%

STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at star.cde.ca.gov.

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
2	77.5	70.9	65.3	45.3	49.1	49.9	42	47	48
3	50.0	53.2	43.1	34.5	38.8	39.8	31	36	37
4	78.1	73.8	66.7	51.0	52.3	53.2	47	49	51

CST – Mathematics

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
2	90.0	74.5	65.3	61.2	62.4	61.2	56	59	59
3	72.2	76.6	56.9	57.2	61.1	60.5	54	58	58
4	90.6	76.2	71.9	51.6	54.9	56.5	50	54	56

CST – Life Science

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007

2007 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	54.1	77.1	57.7	69.6	59.6	76.0	—	66.7
3	43.8	42.4	42.9	43.2	41.9	45.5	—	45.8
4	59.3	73.3	43.8	75.6	63.3	70.4	—	69.8

2007 CST Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	70.3	60.0	65.4	65.2	61.7	72.0	—	66.7
3	62.5	51.5	38.1	65.9	58.1	54.5	—	57.6
4	66.7	76.7	62.5	75.6	70.0	74.1	—	75.5

2007 CST Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No

2007 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	58.6	—	—	—	76.2
3	42.1	—	—	38.5	—	—	—	50.0
4	46.7	—	—	65.0	—	—	—	85.7

2007 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	65.5	—	—	—	71.4
3	63.2	—	—	46.2	—	—	—	62.5
4	53.3	—	—	75.0	—	—	—	85.7

2007 CST Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
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Norm-Referenced Test (NRT)

A norm-referenced test shows how well students are doing in relation to an average (the “norm”) established by earlier testing of a representative sample of similar students. The NRT currently adopted by the State Board of Education—the California Achievement Test, Sixth Edition (CAT/6)—tests reading, language arts, mathematics, and spelling in Grades 3 and 7. However, only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percentage of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

NRT – Reading

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	50.0	55.3	46.2	37.5	39.1	39.9	36	37	38

NRT – Mathematics

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	69.4	72.3	55.4	58.1	58.9	58.5	54	55	56

2007 NRT Subgroups – Reading

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
3	34.4	57.6	33.3	52.3	44.2	50.0	—	45.8

2007 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
3	62.5	48.5	47.6	59.1	58.1	50.0	—	55.9

2007 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	52.6	—	—	42.3			—	37.5

2007 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	52.6	—	—	50.0			—	68.8

California Physical Fitness Test Results (2007)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage 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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Fitness Standards
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ACCOUNTABILITY

Academic Performance Index (API)

The 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 API performance target of 800. Detailed information about the API can be found at the CDE Web site at 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	10	9
Similar Schools	10	N/A	10

API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, “B” means the school did not have a valid 2006 API Base and will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2005	2006	2007	2007
All Students at the School	28	-13	-32	838
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				826
Indochinese				
Pacific Islander				
White				
Socioeconomically Disadvantaged	39	-29	-20	827
English Learners	—	—		
Students with Disabilities	—	—		

Adequate Yearly Progress (AYP)

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

- At minimum of a 95 percent participation rate on the state’s standards-based assessments in English language arts (ELA) and mathematics
- A certain percentage of students who scored proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator (i.e., the school must show growth of at least one point for 2006–07 or have a 2007 API Growth score of at least 590)
- Graduation rate (for secondary schools only, the school must have a 2007 graduation rate of at least 82.9, show improvement in the graduation rate from 2006 to 2007 of at least 0.1, OR show improvement in the average two-year graduation rate of at least 0.2)

Detailed information about AYP, including participation rates and percentage proficient results by student group, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2007)

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	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	Yes	Yes
Percentage Proficient—Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (2007)

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		—
Year in Program Improvement		—
Number of Schools Currently in Program Improvement	—	55
Percentage of Schools Currently in Program Improvement	—	25.8

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

This section does not apply to this school.