

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



Pinetree Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Pinetree Community Elementary	District Name	Sulphur Springs Union Elementary
Street	29156 Lotusgarden Dr.	Phone Number	(661)252-5131
City, State, Zip	Canyon Country, CA 91387	Web Site	http://www.sssd.k12.ca.us
Phone Number	661-298-2280	Superintendent	Dr. Robert Nolet, Ed.D.
Principal	Jane D'Anna	E-mail Address	bnolet@sssd.k12.ca.us
E-mail Address	jdanna@sssd.k12.ca.us	CDS Code	19-65045-6107205

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

This section provides information about the school, its programs and its goals.

Pinetree Community School Mission Statement

Pinetree Community School students will be proficient or advanced in essential state content level standards. They will acquire life skills and positive behaviors to become successful human beings. Student learning is a shared responsibility that involves parents, teachers, classified staff, and students. Grade level collaboration and analysis of common assessments drives instruction for enrichment and intervention. Pinetree Community School is located in a

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middle class, suburban area in the northern end of the Santa Clarita Valley. Our campus is in a residential area and serves a growing, mixed socioeconomic population who live in both single and multiple family dwellings.

Pinetree Community School opened in 1988 and operated on a Multi-Track Year Round calendar until the 2004-2005 school year. Due to declining enrollment, Pinetree converted to a blended calendar, aligning with the other schools in the Sulphur Springs School District. We currently educate approximately 675 students in grades K-6. Our ethnic population is approximately 52% White, 33% Hispanic, 4% Asian, 3% Filipino, and 7% African American. Our Limited English students make up about 10% of our student population and benefit from our daily English Language Development instruction. Our GATE students represent about 5% of our student body. Approximately 22% of our total school population is socio-economically disadvantaged. Special Education services offered at Pinetree include 2 full-time Special Day Classes inclusive of grades 1 through 6, a full time Resource Specialist teacher, an 80% Speech and Language Specialist, and a school counselor is on our campus two days a week.

As an indication of our commitment to academic excellence, Pinetree was named a California Distinguished School in 2004. In a large part, our success can be contributed to the excellence of our experienced teaching staff. Many of our teachers have dedicated their years teaching only at Pinetree Community School. This year we have begun the process of building a Professional Learning Community (PLC) at Pinetree. An advisory committee was created, Pinetree Academic Collaboration Team, to help determine school/teacher needs necessary to achieve PLC goals. Our PLC operates on four essential questions: 1) What do we want students to learn? 2) How will we know when they have learned it? 3) What will we do when they have learned it? 4) What will we do when they don't? Grade level teams use SMART goals to monitor their objectives, to identify strategies and action steps, to delineate responsibility, and to establish the timeline necessary to meet the objective.

Overarching goals for the 2009-2010 school year include increasing English Language Arts proficiency and Math skills. Additional goals that support the overarching goals include: providing students with challenging and interesting learning in accordance with California State Standards and Sulphur Springs School District guidelines; using a variety of teaching strategies, techniques, and technology to meet the needs of diverse learners; promoting continued educational growth for students, parents and staff; promoting a safe and orderly learning environment; creating and maintaining positive, effective communication between home, school, and the community.

This year we have begun a dedicated reading instructional block called PACT - Pinetree Accelerated Curriculum Time. Students are grouped according to their instructional level and receive 50-60 minutes of focused language arts lessons each day by a designated teacher on the grade level team. PACT provides students with differentiated instruction and flexible grouping to ensure that students are appropriately placed. PACT supports the District's goals to raise reading comprehension scores and meet the needs of all students from advanced to far below basic.

Pinetree teachers receive a 45 minute grade level release during the regular school day called PE PACT time. A credentialed teacher and instructional assistant instruct students from an entire grade level on physical education standards. This gives the teachers a dedicated amount of time to collaborate, plan, and monitor student progress.

Our school believes that technology needs to be integrated into our students' education whenever possible. As a result, there will be a push to acquire Smartboards and document cameras for all teachers over the next few years. Currently there are 4 Smartboards in teacher's classrooms. The Computer Lab has a Smartboard and 34 computers. The Science Lab has a Smartboard and document camera. Each classroom is equipped with at least one networked computer, has tv/vcr access, and is wired for cable. Additionally, the Pioneer Television Network (closed circuit television broadcast) was created in the 2004-2005 school year. Morning announcements are broadcasted daily to the entire school via this network. A computer lab with 34 computers and a computer resource area within our library media center are other ways students are introduced and involved with technology. All students participate in the Accelerated Reader Program. A majority of our library books have accompanying Accelerated Reader tests to go with them. Our school's personalized home page on the Internet enables students, parents and community members to keep informed of school happenings, and communicate with staff through E-mail. We also utilize the Blackboard Connect System. Weekly electronic phone messages enable us to communicate quickly with parents on a school-wide scale.

Parents are an integral part of the school community. The PTA devotes many volunteer hours to support our academic program. Additionally, they provide funds, which support programs such as music, physical education, and art as well as technology, disaster preparedness, and other site needs.

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Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Jane D'Anna

Contact Person Phone Number: (661)298-2280

Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or providing time to prepare materials. Additionally, Pinetree has a very active PTA. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. Some the annual events are the Harvest Festival, Book Fairs, Celebrations Around The World, Parent/Student Dances, Movie Nights, and the Tri - R - Athon.

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 Level	Number of Students
Kindergarten	67	Grade 8	0
Grade 1	104	Ungraded Elementary	0
Grade 2	98	Grade 9	0
Grade 3	100	Grade 10	0
Grade 4	98	Grade 11	0
Grade 5	89	Grade 12	0
Grade 6	114	Ungraded Secondary	0
Grade 7	0	Total Enrollment	670

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	Group	Percent of Total Enrollment
African American	5.23%	White (not Hispanic)	53.17%
American Indian or Alaska Native	0.00%	Multiple or No Response	0.14%
Asian	4.68%	Socioeconomically Disadvantaged	18.00%
Filipino	3.72%	English Learners	9.00%
Hispanic or Latino	32.92%	Students with Disabilities	13.00%
Pacific Islander	0.14%	n/a	--

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Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	29.5	0	4	0	29.5	0	4	0	29.0	0	3	0
1	18.5	6	0	0	19.8	5	0	0	19.5	6	0	0
2	17.0	5	0	0	19.8	4	0	0	18.8	4	0	0
3	19.7	6	0	0	19.4	5	0	0	19.8	4	0	0
4	30.7	0	3	0	31.7	0	2	1	27.3	1	2	0
5	30.3	0	4	0	31.7	0	3	0	28.8	0	4	0
6	31.0	0	4	0	31.0	0	4	0	28.8	0	4	0
k-3	0.0	0	0	0	19.0	1	0	0	20.0	1	0	0
3-4	0.0	0	0	0	28.0	0	1	0	32.0	0	2	0
4-8	30.0	0	1	0	32.0	0	1	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2008-09)

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

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School Handbook
- School Safety Plan
- Character Education
- School Suspension Guidelines
- District/Community Resources For Students and Parents
- Annual Staff Harassment Training
- Triannual Student Behavior Assemblies

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	11.6	2.0	2.1	5.4	3.2	4.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: 1/22/2010

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IV. School Facilities

School Facility Conditions

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.

Pinetree Community School was built in 1988 and therefore is 20 years old. The school has two main "pod" buildings with central instructional space as well as 16 portable classrooms. All classrooms have access to the Internet and close-circuit cable television. All classrooms and the cafeteria have air conditioning and forced air heat. There are restrooms located in the upper grade wing, the kindergarten classroom area and the primary grade wing. Restrooms are cleaned daily as is the cafeteria, classrooms, and grounds. The campus also has a computer lab with 32 computers, SMART Board, and a closed-circuit television studio. There is also a science lab in the upper grade wing equipped with a SMART Board for hands-on science experiments. The school also has a cafeteria and full kitchen with indoor seating that opens to an amphitheater. Pinetree has a large library with books, tables, carpet area, and computer center for learning. The play area consists of a large field with a 1/5-mile track, soccer field, and softball fields. There is a large jungle gym and sand box area, two black top areas for primary and upper grade students to play tetherball, handball, volleyball, and basketball. There is a separate sandbox area for kindergarten students with swings, jungle gym, and a black top play area. There is a sunshade at the entrance of the school for the students to wait for valet pick-up after school. The school has prepared a well-stocked emergency bin located on campus.

Planned Improvements (School Year 2009-2010)

There are no plans for improvements at this time.

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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

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Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	x			

Date of inspection: 12/17/09

Completion date of inspection form: 12/17/09

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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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	36	33	33	282
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	--	--	--	n/a

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
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	100.0%	0.0%

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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	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	0.8	--
Resource Specialist (non-teaching)	1.0	--
Other	--	--

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VII. Curriculum and Instructional Materials

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

Textbook Information

This section provides 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.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School District, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Harcourt History-Social Science (6)	2007
History-Social Science	Scott Foresman History Social Science (K-5)	2007
Mathematics	McGraw Hill Mathematics (K-6)	2001
Science	Houghton Mifflin California Science (K-2)	2008
Science	Scott Foresman California Science (3-6)	2008

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

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 8/14/2009

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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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,447.98	\$754.37	\$4,693.62	\$66,826.00
District	n/a	n/a	--	\$66,826.00
Percent Difference – School Site and District	--	--	--	0.0%
State	n/a	n/a	\$5,512.00	\$67,082.00
Percent Difference – School Site and State	--	--	17.4%	0.4%

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.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training to support differentiated instruction to meet ALL students' needs. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

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Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,527.00	\$41,866.00
Mid-Range Teacher Salary	\$64,599.00	\$68,220.00
Highest Teacher Salary	\$85,783.00	\$86,536.00
Average Principal Salary (Elementary)	\$100,558.00	\$107,858.00
Average Principal Salary (Middle)	\$0.00	\$111,405.00
Average Principal Salary (High)	\$0.00	\$112,732.00
Superintendent Salary	\$157,183.00	\$178,938.00
Percent of Budget for Teacher Salaries	41.1%	42.1%
Percent of Budget for Administrative Salaries	6.3%	5.5%

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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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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	60%	62%	62%	53%	55%	60%	43%	46%	50%
Mathematics	69%	66%	65%	60%	61%	63%	40%	43%	46%
Science	59%	62%	57%	50%	56%	60%	38%	46%	50%
History-Social Science	0%	0%	0%	0%	0%	0%	33%	36%	41%

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	60%	56%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	75%	75%	--	--
Filipino	74%	87%	--	--
Hispanic or Latino	49%	50%	40%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	68%	73%	62%	--
Male	57%	63%	69%	--
Female	67%	68%	45%	--
Economically Disadvantaged	38%	37%	21%	--
English Learners	23%	25%	--	--
Students with Disabilities	32%	36%	55%	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.40%	27.10%	36.40%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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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 (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/>.

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

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

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

Subject and Grade Level	Average Scale Score		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

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

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 Learners	Students with Disabilities	English 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

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 at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	8	8
Similar Schools	5	4	3

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API 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	-14	-8	1	832
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-14	-18	-14	768
Pacific Islander	--	--	--	--
White (not Hispanic)	-18	1	9	854
Socioeconomically Disadvantaged	--	--	-12	706
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP 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	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	n/a

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Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter 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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	Not In PI
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	11.1

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. The district provides professional development activities and training to enhance teacher effectiveness annually. During the 2008-2009 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based trainings, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity.

Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	3	3	3