

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



## Mint Canyon 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	
<b>School Name</b>	Mint Canyon Community Elementary	<b>District Name</b>	Sulphur Springs Union Elementary
<b>Street</b>	16400 Sierra Hwy.	<b>Phone Number</b>	(661)252-5131
<b>City, State, Zip</b>	Canyon Country, CA 91351	<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Phone Number</b>	661/252-2570	<b>Superintendent</b>	Dr. Robert Nolet, Ed.D.
<b>Principal</b>	Betsy Letzo	<b>E-mail Address</b>	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:bletzo@sssd.k12.ca.us">bletzo@sssd.k12.ca.us</a>	<b>CDS Code</b>	19-65045-6022891

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

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

Nestled against the semi arid foothills of the Santa Clarita Valley, the Mint Canyon School site continues to be one of the smallest and most rural in the valley. Mint Canyon School first opened its doors in September of 1963 with 185 students. At that time, one permanent building contained six classrooms surrounding the cafeteria/library/multipurpose room.

Today, the Mint Canyon School site looks dramatically different. Our students, staff and community enjoy a separate multipurpose room, a separate Kindergarten facility with two classrooms and a large play yard, two two story buildings which include the office area, multimedia lab, library, staff room, work room, Resource, English Language Development, and classrooms. The original permanent building includes a multi use area, a mini work room, Science Lab, Music room, and classrooms. The state supported preschool, Junior Mints, and ASES/SAIL (After School Education and Safety/Supporting All in Learning), an after school program, are also housed on the Mint Canyon campus.

While there are some expensive homes within our attendance area, currently, slightly more than 89% of our students come from family units well below the poverty level. Approximately 50% of our students speak a language other than English (11 languages in all - 46% Spanish-speaking) and of those, 42% are limited English proficient. The vast majority of our parents have either not completed high school or have received the equivalent of a high school education. Relatively few parents have received a college degree. Compared with the other eight elementary schools in the Sulphur Springs School District, Mint Canyon School has the highest percentage of students participating in the National School Lunch Program (free/reduced lunch), the highest transiency rate, as well as the highest percentage of students who speak a language other than English. Yet, Mint Canyon School continues to be recognized for excellence in education. We have received the California Title I Achieving School award twice and the California Distinguished School award three times, most recently in 2006.

In addition, we were one of 215 schools nationwide to be honored as a 2003 National Blue Ribbon School. As such, we are the first and only school in the Sulphur Springs School District to have received this highest honor that can be bestowed upon a school.

Through state/district funding, site funds, and donations from private individuals and PTA, Mint Canyon School's library houses almost 11,400 books (approximately twenty-three books per student; 60% fiction, 40% non-fiction). Through site funds, grants from Santa Clarita, and donations from private individuals and PTA, every classroom at Mint Canyon School now has at least three eMac student computers. In addition to classroom computers, Mint Canyon School boasts a state of the art media lab. Additionally, every classroom, including the Science Lab and Music Room utilizes Smart Board and ELMO Digital Document Camera technology

Kindergarten students attend school for 200 minutes per day, and first through sixth grade students attend for 285 minutes per day. There are six minimum days scheduled throughout the year for staff planning and parent conferences. Students are excused one hour early every Tuesday to allow extra time for teachers to participate in staff meetings, staff development, and individual as well as grade level planning.

With a student population hovering around 500, a cozy, hometown feeling continues to exist at Mint Canyon School, even as we grow larger in student population. As expressed in our vision statement, our entire school community is a close knit family which cares deeply about each other's uniqueness and success. Support from the Sulphur Springs School District, a dedicated PTA, and good old-fashioned hard work by the teachers have all contributed to the success of Mint Canyon School. An exciting spirit of cooperation exists at Mint Canyon, and as a caring school community, we support a nurturing learning atmosphere that stresses the social, educational, and emotional growth of all students so they may become productive and successful citizens. Mint Canyon Community School represents a commitment to educational excellence.

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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:** Betsy Letzo

**Contact Person Phone Number:** 661/252-2570

Mint Canyon offers many opportunities for parental involvement. We have a dedicated PTA that sponsors field trips and assemblies and provides supplemental materials and instructional supplies. Many of our parents volunteer inside the classroom to help the teacher by working with small groups or individual students and/or doing clerical tasks. Parents also volunteer to take clerical tasks home and assist with field trips. During the 2008-2009 school year, our PTA logged over 5000 volunteer hours.

Parents can become familiar with Mint Canyon Community School during Back-to-School Night, Open House, Family Nights (Family Math and Literacy Nights, Movie Nights), monthly PTA meetings, and parent-teacher conferences. Parents of our English Learners can also participate in our English Learners Advisory Council (ELAC).

Sulphur Springs School District, in cooperation with College of the Canyons, offers English as a Second Language classes held on the Mint Canyon school campus. As part of the college's Community Based English Tutoring program, adults needing instruction in basic English speaking, reading, and writing, can attend classes free of charge.

## 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	64	Grade 8	0
Grade 1	101	Ungraded Elementary	0
Grade 2	72	Grade 9	0
Grade 3	69	Grade 10	0
Grade 4	57	Grade 11	0
Grade 5	61	Grade 12	0
Grade 6	65	Ungraded Secondary	0
Grade 7	0	Total Enrollment	489

## 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	7.98%	White (not Hispanic)	21.06%
American Indian or Alaska Native	0.82%	Multiple or No Response	1.43%
Asian	1.84%	Socioeconomically Disadvantaged	67.00%
Filipino	3.48%	English Learners	40.00%
Hispanic or Latino	63.39%	Students with Disabilities	15.00%
Pacific Islander	0.00%	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	30.5	0	2	0	31.5	0	2	0	32.0	0	2	0
1	21.7	2	1	0	19.7	3	0	0	19.0	5	0	0
2	23.5	1	1	0	18.3	3	0	0	19.7	3	0	0
3	27.0	1	0	1	20.5	1	1	0	20.0	2	0	0
4	27.0	0	2	0	28.0	0	2	0	31.0	0	1	0
5	28.0	0	1	0	28.0	0	2	0	29.0	0	2	0
6	28.0	0	2	0	28.5	0	2	0	30.5	0	2	0
k-3	0.0	0	0	0	26.0	1	1	0	30.3	0	3	0
3-4	0.0	0	0	0	0.0	0	0	0	31.0	0	1	0
4-8	29.0	0	1	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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## 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 disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.
- If a crisis situation was to occur, the special education department or designee would mobilize the school psychologists to assist staff and students during and after the crisis.
- Staff development is provided to all staff on topics such as Bullying, Conflict Management, Playground Supervision, Sexual Harassment, etc.
- The School Safety Plan is reviewed with all staff members annually, most recently in October, 2009, prior to our district wide Disaster Drill. Similarly, the School Site Council annually reviews and approves the School Safety Plan in February.

### 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	2.2	6.9	7.2	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: 1/27/2010

## 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.

Mint Canyon Community School was built in 1963 with one permanent building. From June 2004 through October 2005, the school was renovated including the addition of a separate, permanent multi-purpose room, and two two-story buildings which include the office area, multimedia lab, library, staff room, work room, ESL, Speech/Language, RSP, and classrooms. The state supported preschool, Junior Mints, and ASES/SAIL (After School Educations and Safety/Supporting All in Learning), an after school program, are also housed on the Mint Canyon campus.

An 1/8 mile running track and softball backstop were also installed in the spring of 2008.

The school custodial staff consists of one full-time day custodian, and 1 night custodian.

Student supervision is provided on school grounds for 30 minutes before and after school. The school office is open until 4:00 p.m. to accommodate any students who have not been picked up in a timely manner. In addition, the ASES/SAIL program provides after school care for those students enrolled until 6:00 p.m. each day.

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## Planned Improvements (School Year 2009-2010)

The Sulphur Springs School District has an ongoing preventive maintenance program. Members of the maintenance department are assigned to visit each school, repair all identified safety problems and inspect for hazards. In addition, district bus drivers conduct yearly safety procedures on proper bus riding behavior, emergency exit procedures, and the location of the first aid kits.

Each month, site principals are required to conduct a safety and cleanliness inspection of the campus. Possible hazards and unhealthy conditions are noted and referred to maintenance for repair.

Throughout the 2008 - 2009 school year, Mint Canyon School students participated in routine fire and disaster drills thus ensuring student and staff familiarity with appropriate procedures to follow in the event of such a fire or earthquake.

In August of each year, a student/parent handbook outlining our school rules for safety and proper conduct is given to parents. Parents are requested to review these rules with their children, and sign and return them to the school. These are verbally reviewed with parents at Back to School Night as well. Students are supervised on the playground, in the cafeteria, and in the bus loading and parent pick up areas.

Each site within the Sulphur Springs School District has adopted a universal Safe Schools' Action Plan. It outlines four specific goals: 1) All students and staff members are provided a safe teaching and learning environment; 2) All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities; 3) District programs and approved community resources are made available to students and parents; and 4) Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. There are several success indicators listed for each goal. Site specific information is kept in a Safe School's Action Plan binder which is housed in the principal's office. This information is updated annually and approved by Mint Canyon's School Site Council.

In addition to the Safe School's Action Plan, the Sulphur Springs School District has adopted the Tools for Schools program to monitor indoor air quality. A district full time indoor air quality employee inspects and changes heating/air conditioning filters on a monthly basis. During the 2008 - 2009 school year, the twice a year indoor air quality inspections were conducted by the principal, and the findings reported to the Assistant Superintendent of Business.

The modernization of Mint Canyon School was mostly completed by August, 2009. However, an additional shade structure at the parent pick up area was installed in January, 2010.

The staff of Mint Canyon School and the Sulphur Springs School District pledge to continue providing our students with a safe and clean environment in which to learn.

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## 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	√			
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)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

## 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	√			

Date of inspection: 12/18/2009

Completion date of inspection form: 12/18/2009

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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
<b>With Full Credential</b>	18	20	23	282
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	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
<b>Misassignments of Teachers of English Learners</b>	--	--	--
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	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
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools in District</b>	--	--
<b>Low-Poverty Schools in District</b>	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	1.0	--
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, 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	Scott Foresman History-Social Science (K-5)	2007
History-Social Science	Harcourt History-Social Science (6)	2007
Mathematics	McGraw Hill Mathematics (K-6)	2001
Science	Scott Foresman California Science (3-6)	2008
Science	Houghton Mifflin California Science (K-2)	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	\$5,874.00	\$1,481.00	\$4,392.00	\$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	--	--	25.5%	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. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

### 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	40%	45%	49%	53%	55%	60%	43%	46%	50%
Mathematics	47%	54%	53%	60%	61%	63%	40%	43%	46%
Science	20%	38%	58%	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	56%	60%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	67%	67%	--	--
Hispanic or Latino	44%	51%	52%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	54%	51%	67%	--
Male	42%	47%	48%	--
Female	56%	59%	66%	--
Economically Disadvantaged	47%	50%	57%	--
English Learners	35%	50%	52%	--
Students with Disabilities	14%	21%	--	--
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	13.80%	24.10%	50.00%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

## 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	5	4	5
Similar Schools	7	4	7



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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	-27	33	8	774
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-13	46	10	753
Pacific Islander	--	--	--	--
White (not Hispanic)	3	31	-28	789
Socioeconomically Disadvantaged	-35	41	15	753
English Learners	20	26	40	760
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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	11.1

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## 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. To this end, 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 training, 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.

During the 2008-2009 school year, Mint Canyon's site-based professional development supported two main goals: Reading Comprehension and the continued implementation of the RtI model in Language Arts/Reading Comprehension and Mathematics.

Professional Development Tuesdays supported the implementation of the Professional Learning Community model. At least two Tuesdays/month were dedicated to Teacher Collaboration. Teacher leaders continued to provide support as staff used IDMS for assessment purposes, individual and group achievement data analysis, and SBRC generation.

In addition, the Mint Canyon staff preview of the newly adopted Science material, as well as reviewed Student Study Team procedures and referrals. Additional staff Developments were provided as a result of a needs assessment by the teaching staff in areas of: Writing as it relates to Reading Comprehension, Accelerated Reader, English in a Flash, Phonemic Awareness (as a prerequisite for Reading Comprehension), Diversity as it relates to reading comprehension and student learning, Smartboard and Document Camera Technology, and ELL Reading Comprehension Strategies and ELD standards. During Site Grade Level Collaborations, and Cross Grade Level Articulations, ongoing planning and discussions regarding student learning are the norm. Discussions center around: Breaking Down Strategies in Reading Comprehension, Planning Differentiated Lessons in Reading Comprehension, Literature Circles, Comparing/sharing student work, as well as Sharing Differentiated Lessons in Math, Language Arts, and ELD.

Identified teachers and instructional aides participated in Non-Violent Crisis Intervention (NCI) training to ensure staff members have the knowledge and skills needed to de-escalate students and ensure that students and staff are safe.

Four teachers are part of the Math Adoption Committee and were involved with evaluating and piloting the Math curriculum being considered for adoption.

### 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
<b>Annual number of school days dedicated to staff development</b>	3	3	3