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TOMPKINS ELEMENTARY SCHOOL

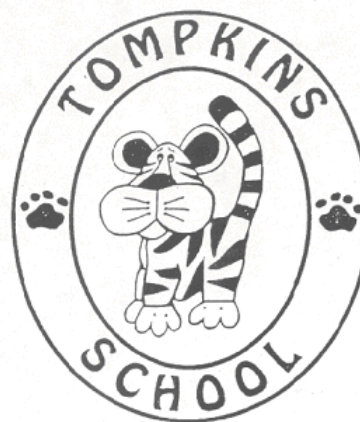
SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for 2008-2009,
Published during 2009-2010*

1120 South Curry Street
Tehachapi, CA 93561
Phone: 661-822-2170
Fax: 661-822-2198

<http://www.teh.k12.ca.us/te/>

Serving Grades K-5
2008-2009 Student Enrollment: 690
Traci Minjares, Principal



Tehachapi Unified School District

400 South Snyder Avenue
Tehachapi, CA 93561
661-822-2100

<http://www.teh.k12.ca.us>

Dr. Richard L. Swanson, Superintendent

INTRODUCTION

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.

DATA AND ACCESS

DataQuest

DataQuest is an online data tool 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, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. The *DataQuest* Web page is located at <http://dq.cde.ca.gov/dataquest/>.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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, the types of software programs available on a workstation, and the ability to print documents.

ABOUT THE SCHOOL

School Description and Mission Statement

School Description:

Tompkins Elementary School is located at 1120 South Curry Street, in the City of Tehachapi, California, which is located in a mountain valley between the upper Mojave Desert and the southern San Joaquin Valley. The K-5 grade level school averaged 729 students during the 2008-2009 school year. Our school provides physical education, music, computers, and a variety of activities within our after-school program. Individual needs of students are met through our Resource Specialist program, speech and language program, English Language Development, Title 1 math, and Title 1 reading programs. We provide a safe, nurturing, and student-centered education that encourages social responsibility as well as a challenging academic program.

Mission Statement:

The staff of Tompkins Elementary School is committed to working with students, parents, and the community toward the common goal of meeting the state standards while providing a balanced educational program that enables all students to develop individually, intellectually, physically, and morally so that they will function effectively and make positive contributions to our society. Further, we believe a balanced

educational environment provides a nurturing experience so that each student will successfully reach his/her highest potential while recognizing and providing for individual differences. We believe that this school provides and supports an environment that fosters high self-esteem.

Opportunities for Parental Involvement

Tompkins Elementary School offers several opportunities for parental involvement. Parents are encouraged to volunteer in the classroom, library, after-school programs, Parent-Teacher group activities, and on field trips. Our school holds monthly Parent-Teacher group meetings and School Site Council meetings. Dates and agendas are posted to the public well in advance. We also hold additional activities such as a book fair and grade level assemblies that showcase our students and provide lasting memories.

To learn more about specific opportunities for getting involved, please contact the school principal, Traci Minjares, at 661-822-2170.

Student Enrollment by Grade Level

This table displays the school's 2008-2009 student enrollment by grade level.¹

Grade Level	Number of Students
K	100
1	120
2	122
3	106
4	113
5	129
Total Enrollment	690



¹The information shown is based upon October 1, 2008 CBEDS data.

Tompkins Elementary School

ABOUT THE SCHOOL

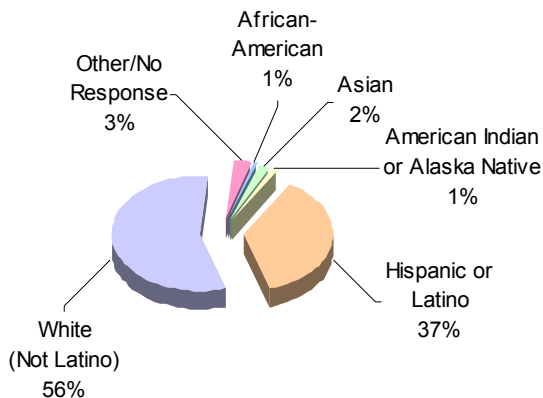
Student Enrollment by Group

This table displays the school's 2008-2009 student enrollment by particular groups.¹

Group	Percent of Total Enrollment
Economically Disadvantaged	46%
English Learners	18%
Students with Disabilities	9%

This table and graph display the school's 2008-2009 student enrollment by ethnic group.¹

Group	Percent of Total Enrollment
African-American	1%
American Indian or Alaska Native	1%
Asian	2%
Hispanic or Latino	37%
White (not Latino)	56%
Other/No Response	3%



School Technology

This table displays data on the availability of technology at the school during 2008-2009.²

Indicator	Number
Computers	154
Students per Computer	4.5
Classrooms with Internet	34

²The information shown is provided by Ed-Data Education Data Partnership.

Average Class Size and Distribution

These tables display three-year data on the average class sizes by grade level and the number of classrooms that fall into each size category.¹

06-07				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.2	4	1	0
1	19.7	6	0	0
2	20.0	5	0	0
3	31.0	0	4	0
4	29.7	0	3	0
5	30.3	0	3	0
4-5 combinations	31.0	0	1	0

07-08				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.7	6	0	0
1	19.5	6	0	0
2	19.6	5	0	0
3	25.8	0	4	0
4	31.0	0	3	1
5	30.0	0	4	0
K-3 combinations	20.0	1	0	0

08-09				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.7	6	0	0
1	20.0	6	0	0
2	19.8	6	0	0
3	29.0	0	3	0
4	32.0	0	2	1
5	32.0	0	3	1
3-4 combinations	30.0	0	1	0

SCHOOL FACILITIES

Conditions and Improvements



Adult supervision is provided in the classroom and outside areas before and after school and during recess and lunch. We emphasize to our students the importance of learning in a clean and safe environment. In an effort to ensure the continued safety of all students, we enforce state and district security procedures. All visitors must sign-in with the office and wear a visitor's badge. All volunteers attend a Tompkins Volunteer Training held at Tompkins School. Delivery and maintenance vehicles must relock gates when entering and leaving campus.

The facility is maintained in such a way as to enhance the positive learning environment of the school. Alarm systems are checked on a regular basis and the technology infrastructure was recently modernized to better meet the needs of our students and staff. The staff takes pride in their school and its buildings and helps decorate not only the classrooms, but also the outside hallways with student work and other appropriate items. These efforts have been successful, as students, staff, parents, and community members feel safe when they are on campus.

Tompkins Elementary School was originally built in 1956. Portable classrooms were added in 1989, 1992, 1997, 2003, and 2005. The campus consists of 31 classrooms, a library, a cafeteria/multipurpose room, and the main office area. The playground consists of a paved area for basketball and other similar activities, a sand area with swings and other playground equipment, a handball court, and a grass field with available backstop and soccer goals.

The school is neat in appearance and well maintained; incidents of graffiti or vandalism are rare. Community members assist in the maintenance of the facility by reporting suspicious activities around the school. Restrooms and floors are cleaned on a regular basis, walls are free of graffiti, and plumbing and electrical systems are regularly checked and have been updated to enhance energy conservation. A daytime custodian, two evening custodians, and a district crew ensure that our grounds and buildings are clean, repaired, and safe.

The entire staff is involved in keeping the school facilities in good condition by reporting needed repairs in a timely manner. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and flooring. For the current 2009-2010 school year, the district has budgeted \$412,000 for the deferred maintenance program. This represents 1.176% of the district's general fund budget. For the 2009-2010 school year the governing board approved deferred maintenance projects for this school that included the installation of new HVAC units on classrooms 11-22, K-1, and K-2.

The tables above display the results of the most recently completed school site inspection to determine the school facility's good repair status. The inspection was completed on March 20, 2009.

Results of Inspection and Evaluation – Overall Rating

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating		✓		

Results of Inspection and Evaluation – By Category

System Inspected	Repair Status		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓		
Interior: Interior Surfaces	✓		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓		
Electrical: Electrical	✓		
Restrooms/Fountains: Restrooms, Sinks, Fountains	✓		
Safety: Fire Safety, Hazardous Materials	✓		
Structural: Structural Damage, Roofs	✓		
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓		

SCHOOL CLIMATE

School Safety Plan

Tompkins Elementary School is committed to the safety and security of students, staff, and community. To that end, a comprehensive Safe School Plan has been developed to address various emergency situations. It is our belief that students can only thrive when they feel safe. Parents, staff, and community members work together to identify potential safety issues and take preventative measures. Regular practice of emergency procedure drills makes safety a routine. We participate in earthquake procedures and drills, bus evacuations, fire drills, and lockdown procedure drills.

The campus is secured from 9:00 a.m. to 3:15 p.m., preventing unauthorized people from entering the campus. All visitors must sign in and wear a visitor badge. Our disaster shed is well stocked and inventoried each year by our Parent-Teacher Group and Tompkins staff. Our safety plan addresses procedural steps including child abuse reporting, discipline, suspensions and expulsions, and other measures to promote school safety. The safety plan was last reviewed and updated on October 28, 2009 and last discussed with school faculty on November 18, 2009.

Suspensions and Expulsions

These tables display three-year data on the number and rate of suspensions and expulsions at the school and district levels.

	School		
	06-07	07-08	08-09
Suspension Number	24	20	34
Suspension Rate	3%	3%	5%
Expulsion Number	0	0	0
Expulsion Rate	0%	0%	0%

	District		
	06-07	07-08	08-09
Suspension Number	445	552	517
Suspension Rate	9%	10%	11%
Expulsion Number	15	30	38
Expulsion Rate	<1%	<1%	<1%

³High poverty schools are defined as those with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program.

TEACHERS

Teacher Credentials

This table displays three-year data on the number of teachers with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	30	34	34	213
Without Full Credential	1	2	0	4
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

A “teacher misassignment” is the placement of a teacher without proper legal authorization and a “vacant teacher position” is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period.

Indicator	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-2006 school year. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq>.

This table displays the percent of classes in core academic subjects taught by **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 during 2008-2009.³

Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers	
This School	93.8%
All Schools in District	93.1%
High-Poverty Schools in District	N/A
Low-Poverty Schools in District	93.6%

TEACHERS

NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by **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 during 2008-2009.³

Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers	
This School	6.3%
All Schools in District	6.9%
High-Poverty Schools in District	N/A
Low-Poverty Schools in District	6.4%

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff assigned to the school during 2008-2009. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0
Social Worker	0.5
Nurse	0
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	0

This table displays the average number of students per academic counselor during 2008-2009.

Number of FTE Academic Counselors	Average Number of Students per Academic Counselor
0	N/A

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality and Currency of Textbooks/Instructional Materials

Each student has access to all core curriculum materials adopted by the Tehachapi Unified School District. Materials are checked out to students at the beginning of each school year and then checked back in at the end of the school year. Every textbook is from the most recent list of standards-based materials adopted by the State Board of Education. The classroom teacher distributes supplemental materials when necessary.

Currency of Textbooks/Instructional Materials		
Publisher and Title	Subject/Grade	Year Adopted
Houghton-Mifflin- <i>Here We Go, Let's Be Friends, Surprises, Treasures, Wonders, Adventures, Delights, Rewards, Horizons, Traditions, Expeditions</i>	English-Language Arts, K-5	2003
Harcourt- <i>Harcourt Math</i>	Mathematics, K-5	2002
Macmillan/McGraw Hill- <i>California Science</i>	Science, K-5	2008
Houghton-Mifflin- <i>My World, School and Family, Neighborhoods, Communities, California Studies, U.S History- Early Years</i>	History-Social Science, K-5	2007

Availability of Textbooks/Instructional Materials

Tompkins Elementary has sufficient numbers of standards-aligned textbooks for each pupil in English-language arts, history-social science, mathematics, and science. There is at least a one-to-one match of students to texts. Textbook inventory was last collected in May 2009.

Availability of Textbooks/Instructional Materials	
Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A

SCHOOL FINANCES

Expenditures Per Pupil and Teacher Salaries

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.⁴ Detailed information regarding school expenditures and teacher salaries can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. **Note:** "N/R" means information is not required.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,917	\$1,248	\$4,669	\$66,760
District	N/R	N/R	\$4,770	\$62,479
% Difference - School and District	N/R	N/R	-2.2%	6.5%
State	N/R	N/R	\$5,512	\$60,994
% Difference - School and State	N/R	N/R	-15.3%	8.7%

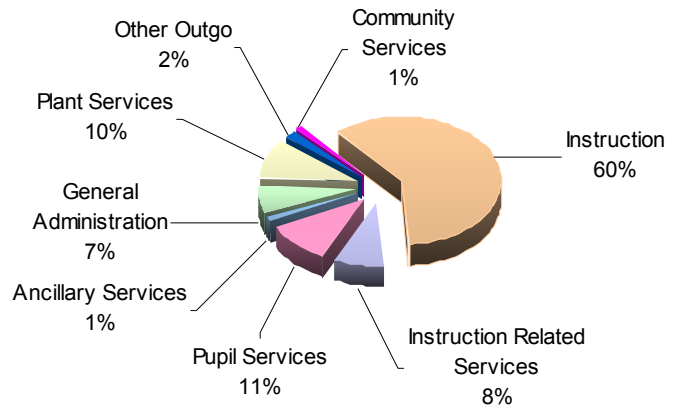
Teacher and Administrative Salaries

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. This 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.⁴ Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,268	\$38,941
Mid-Range Teacher Salary	\$60,953	\$59,686
Highest Teacher Salary	\$71,229	\$77,828
Average Principal Salary (Elementary)	\$89,871	\$94,258
Superintendent Salary	\$137,873	\$142,247
Percent of Budget for Teacher Salaries	39.7%	38.2%
Percent of Budget for Administrative Salaries	5%	5.9%

Expenditures by Activity

This graph displays General Fund Expenditures for the Tehachapi Unified School District according to the activity (or function) they support.⁴



Types of Services Funded

- Title 1 funds are used to provide a Title 1 certificated teacher for remedial instruction in reading, a Title 1 certificated teacher for remedial instruction in math, two Title 1 reading instructional aides, a Title 1 math instructional aide, three Title 1 instructional aides in first-grade classrooms, supplemental instruction in English Language Development and two instructional ELL aides, professional development, materials and supplies, and books.
- Title V money is used to provide books, visual aids, and instructional materials.
- Gifted and Talented Education (GATE) funds are used for a credentialed teacher to facilitate and instruct GATE students. GATE funding is also used for professional development and materials.
- After-school funds provide four after-school leaders and two program directors, as well as materials, supplies, and field trips in the community.

⁴The information shown reflects the 2007-2008 school year. State certification/release dates for fiscal data occur in mid to late spring, precluding the inclusion of 2008-2009 data. Therefore, 2007-2008 data are used for reports prepared during 2009-2010.

STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR) 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 and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. The **CAPA** includes English-language arts and mathematics for grades 2 through 11, and science for grades 5, 8, and 10. The CAPA is given for 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 English-language arts and mathematics for grades 3, 4, and five; and science for grade 5. The CMA 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.

These tables display three-year data on the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards) in the areas of English-language arts, mathematics, and science. Percentages are compared to those of the district and state.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>. Further detailed information regarding the entire STAR Program in general can be found at <http://www.cde.ca.gov/ta/tq/sr/documents/starpk5intrpts.pdf>.

Note: "N/R" means scores are not reported 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.

STAR English-Language Arts Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	47%
	07-08	49%
	08-09	56%
District	06-07	51%
	07-08	51%
	08-09	56%
State	06-07	43%
	07-08	46%
	08-09	50%

STAR Mathematics Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	49%
	07-08	57%
	08-09	57%
District	06-07	42%
	07-08	48%
	08-09	49%
State	06-07	40%
	07-08	43%
	08-09	46%

STAR Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	50%
	07-08	53%
	08-09	51%
District	06-07	48%
	07-08	54%
	08-09	60%
State	06-07	38%
	07-08	46%
	08-09	50%



STUDENT PERFORMANCE

STAR Results by Student Group

These tables display 2008-2009 data on the percent of students, by group, achieving at the proficient or advanced level in the areas of English-language arts, mathematics, and science. **Note:** "N/R" means scores are not reported 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.

STAR English-Language Arts Most Recent Year	
Group	% Proficient or Advanced
Hispanic or Latino	42%
White	64%
Male	57%
Female	56%
Economically Disadvantaged	39%
English Learners	29%
Students with Disabilities	32%
Students Receiving Migrant Education Services	38%

STAR Mathematics Most Recent Year	
Group	% Proficient or Advanced
Hispanic or Latino	43%
White	65%
Male	61%
Female	51%
Economically Disadvantaged	43%
English Learners	35%
Students with Disabilities	53%
Students Receiving Migrant Education Services	23%

STAR Science Most Recent Year	
Group	% Proficient or Advanced
Hispanic or Latino	29%
White	62%
Male	61%
Female	37%
Economically Disadvantaged	40%
English Learners	14%
Students with Disabilities	36%
Students Receiving Migrant Education Services	N/R

California Physical Fitness Test

The California Physical Fitness Test is administered annually to students in grades 5, 7, and 9 only. This table displays 2008-2009 data on the percent of students meeting the fitness standards. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at <http://www.cde.ca.gov/ta/tg/pf>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.6%	30.1%	25.2%



ACCOUNTABILITY

Academic Performance Index (API)

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 <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks

This table displays three-year data on 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	6	6	6
Similar Schools	6	5	5

API Growth by Student Group

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 for the period indicated.⁵

Group	Actual API Change			Growth API Score
	06-07	07-08	08-09	2009
All Students	5	10	15	801
Hispanic or Latino	12	26	-12	747
White	-9	6	24	830
Economically Disadvantaged	5	5	-1	737
English Learners	-7	23	-13	729

⁵Groups meeting the following criteria are considered numerically significant: The group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following AYP criteria: **Requirement 1:** Participation rate on the state's standards-based assessments in English-language arts and mathematics. **Requirement 2:** Percent proficient on the state's standards-based assessments in English-language arts and mathematics. **Requirement 3:** API as an additional indicator. **Requirement 4:** Graduation rate (for secondary schools). Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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 for the 2008-2009 school year.

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	Yes
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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. This table displays the PI status for both the school and district as of the current 2009-2010 school year. Detailed information about PI identification can be found 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	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

The focus of staff development during 2008-2009 was on formulating conclusions from our test scores, school safety, and discipline procedures. We also provided after-school professional development in the *Write from the Beginning* program.

Attendance was encouraged at conferences and the information was brought back to the site and shared with other grade level teachers. Teachers were supported through teacher-principal meetings on specific goals and objectives and follow-through with the *Write from the Beginning* program by showing evidence in lesson plans, teacher observations, and student work. We also had three teacher trainers present onsite for *Write from the Beginning* who were assigned to specific grade levels for coaching and further training.

Number of Regular School Days Dedicated to Staff Development		
06-07	07-08	08-09
2	2	2

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 (basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found at <http://nces.ed.gov/nationsreportcard/>. Further information is also made available by the California Department of Education at <http://www.cde.ca.gov/ta/tg/nr/>. **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 district or the individual school.

NAEP Results for All Students

These tables display the scale scores (with the scale ranging from 0-500) on the NAEP for reading (2007) and mathematics (2009) for grades 4 and 8.

Student Group and Grade Level	NAEP Reading Average Scale Score 2007	
	State	National
All Students, Grade 4	209	220
All Students, Grade 8	251	261

Student Group and Grade Level	NAEP Mathematics Average Scale Score 2009	
	State	National
All Students, Grade 4	232	239
All Students, Grade 8	270	282

These tables display state achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades 4 and 8.

Student Group and Grade Level	NAEP Reading State Percent at Achievement Level 2007		
	Basic	Proficient	Advanced
All Students, Grade 4	30%	18%	5%
All Students, Grade 8	41%	20%	2%

Student Group and Grade Level	NAEP Mathematics State Percent at Achievement Level 2009		
	Basic	Proficient	Advanced
All Students, Grade 4	41%	25%	5%
All Students, Grade 8	36%	18%	5%

NAEP Results for Students with Disabilities and/or English Language Learners

These tables display the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Student Group and Grade Level	NAEP Reading Participation Rate 2007	
	State	National
Students with Disabilities, Grade 4	74%	65%
Students with Disabilities, Grade 8	78%	66%
English Language Learners, Grade 4	93%	80%
English Language Learners, Grade 8	92%	77%

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NAEP Results for Students with Disabilities and/or English Language Learners

Student Group and Grade Level	NAEP Mathematics Participation Rate 2009	
	State	National
Students with Disabilities, Grade 4	79%	84%
Students with Disabilities, Grade 8	85%	78%
English Language Learners, Grade 4	96%	94%
English Language Learners, Grade 8	96%	92%



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Notes Regarding Data: This report contains the most current data available as of December 1, 2009. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Tehachapi Unified School District, and Tompkins Elementary School.



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