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# MORNINGSIDE ELEMENTARY SCHOOL

## SCHOOL ACCOUNTABILITY REPORT CARD

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

2100 Summer Drive  
Delano, CA 93215  
Phone: 661-720-2700  
Fax: 661-720-2838

<http://www.duesd.org/schools/morningsidees/>

**Serving Grades K-5**  
**2008-2009 Student Enrollment: 702**  
**Christine Chapman, Principal**



# Mariners

**Delano Union School District**

1405 12th Avenue  
Delano, CA 93215  
661-721-5000

<http://www.duesd.org/index.cfm>

Dr. Robert Aguilar, 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:

The Morningside Mariners have been "Sailing for Success" since their opening in July 2000! The last nine years were filled with high expectations for student academic success and good character. Our campus is surrounded by single-family dwellings and a city park. Staff, students, and parents establish both short-term and long-term goals. All K-5 students receive a student planner that promotes good study habits, keeping goals updated, and provides an excellent method of parent/teacher communication. The Mariner staff and community provide a wide variety of student incentives that encourage reading, attendance, good character, and high academic success.

Mission Statement:

Our Professional Learning Community works in partnership in the fulfillment of the Morningside Mission: *Morningside School is anchored in high expectations where all Mariners will embark on a journey toward becoming life-long learners. Parents, teachers and the community will work together to provide a positive learning environment in which students will master standards that are essential for reaching a bright horizon in their future. Formative assessments, district benchmarks and the California Standards Test will be used to measure what students have learned. A tiered response to*

*intervention model will be applied to assist struggling students in achieving the grade level standards.*

The Morningside Staff will work collaboratively to prepare high quality instruction founded in research-based techniques and strategies. All students will have access to the core curriculum. A variety of frequent assessments will be used to determine if students are meeting the grade level standards. For those students not meeting the grade level standards, a Response to Intervention model will be applied. Tier 1 activities will consist of the core curriculum supplemented by universal access activities in the regular education classroom. Tier 2 activities will consist of grouping students for focused and leveled instruction, such as the ELA Moving Up Intervention and the English Language Development Block. Tier 3 interventions will consist of the Learning Center pull out program, ELA intervention replacement of the core curriculum at grades 4 and 5, and tutoring at all grade levels.

**Opportunities for Parental Involvement**

Morningside prides itself on parent involvement. Ongoing communication between the home and school is supported by student planners, teacher newsletters and a bi-monthly school newsletter. Parents are always welcome at Morningside and some parents have become classroom and office volunteers. We have a very active parent group called the Anchor Club, which meets throughout the year to plan special activities for students, parents and teachers. Parents and the community are viewed as an essential piece in providing support for the academic success of all students. Some activities that parents love to attend are: Kindergarten Orientation, Parent/Teacher Goal Setting Conferences, Lunch with your Child, Mariner of The Month/Success Day, Book Fair, Parent Education events, and Fall/Spring Carnivals. Parents also serve as field trip chaperones and classroom volunteers. Parents are elected by peers to serve on our School Site Council and English Learner Advisory Council. Parents participate in the intervention meetings (C.A.R.T.) and I.E.P. meetings as well as individual parent conferences and "Back To School Night".

To learn more about specific opportunities for getting involved, please contact School Principal Christine Chapman at 661-720-2700 or [cchapman@duesd.org](mailto:cchapman@duesd.org).

**Student Enrollment by Grade Level**

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

Grade Level	Number of Students	Grade Level	Number of Students
K	99	4	124
1	120	5	121
2	119	Total	702
3	119		

<sup>1</sup>The information shown is based upon October 1, 2008 CBEDS data.

**ABOUT THE SCHOOL**

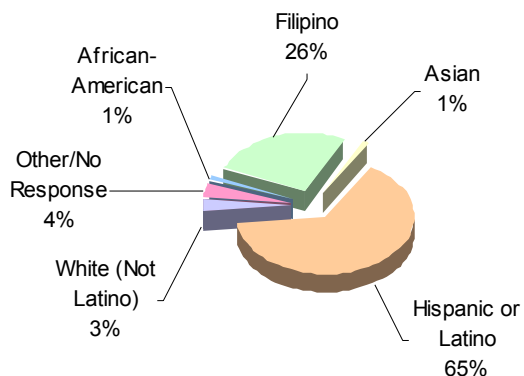
**Student Enrollment by Group**

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

Group	Percent of Total Enrollment
Economically Disadvantaged	73%
English Learners	40%
Students with Disabilities	7%

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

Group	Percent of Total Enrollment
African-American	1%
Asian	1%
Filipino	26%
Hispanic or Latino	65%
White (not Latino)	3%
Other/No Response	4%



**School Technology**

This table displays data on the availability of technology at the school during 2008-2009.<sup>2</sup>

Indicator	Number
Computers	228
Students per Computer	3.1
Classrooms with Internet	30

<sup>2</sup>The 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.<sup>1</sup>

06-07				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	6	0	0
1	18.8	6	0	0
2	19.2	5	0	0
3	18.3	6	0	0
4	33.8	0	0	4
5	32.0	0	3	0

07-08				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.8	6	0	0
1	19.8	6	0	0
2	19.3	6	0	0
3	19.8	6	0	0
4	32.0	0	4	0
5	32.5	0	2	2

08-09				
Grade Level	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.8	5	0	0
1	20.0	6	0	0
2	20.0	6	0	0
3	19.3	6	0	0
4	30.8	0	4	0
5	29.8	0	4	0

**SCHOOL FACILITIES**

*Conditions and Improvements*



Supervision is provided 30 minutes before school and during the lunch recess. Morning recesses and dismissal times are supervised by certificated staff. All certificated staff members are assigned duties for the year. All visitors must enter the office through the front gate of the campus, sign in and receive a visitor's pass.

Morningside was built in 2000. This school has a total of 32 classrooms (16 permanent and 16 portable), two Special Education classrooms, a multi-purpose facility, a library/resource room, and an administration building. Additional portable classrooms were constructed in 2001. The staff lounge provides adequate space for staff while eating, and contains two restrooms. Our playground provides plenty of space, which includes large basketball courts, tetherball, two softball diamonds, volleyball/tennis court, swings, and a play gym. The Kindergarten play area is huge, providing a toy vehicle ramp, play gym, swings, and a large grassy area.

The school is wired for multimedia and is being utilized in this capacity. A digital marquee was installed in the fall of 2006. This provides one important method of communication to parents in cases of communicating emergencies or daily messages. The lighting, heating, cooling, and alarm system are functioning well. A representative from Maintenance, Operation, and Transportation and site administration conduct a walk-through twice per year, checking for needed repairs and safety conditions. After this report is published, immediate corrections are made. Morningside's safety representative attends regular Injury & Illness Prevention Program (IIPP) meetings. Our students help with litter and are taught to respect their school.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. A work order process called School Dude is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools.

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 floor systems. For the current 2009-2010 school year, the district has budgeted \$301,000 for the deferred maintenance program. This represents .5% of the district's general fund budget. The district's complete Deferred Maintenance Plan is available at the district office Facilities Department, located at 1405 12<sup>th</sup> Avenue, Delano, CA 93215.

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 in July 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓		
<b>Interior:</b> Interior Surfaces	✓		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓		
<b>Electrical:</b> Electrical	✓		
<b>Restrooms/Fountains:</b> Restrooms, Sinks, Fountains	✓		
<b>Safety:</b> Fire Safety, Hazardous Materials	✓		
<b>Structural:</b> Structural Damage, Roofs	✓		
<b>External:</b> Playground/School Grounds, Windows, Doors, Gates, Fences	✓		

## SCHOOL CLIMATE

### School Safety Plan

Pursuant to Education Code 35294, Morningside School has developed a comprehensive school safety plan. This plan, written and approved by the Morningside Staff and School Site Council, assesses the current status of school crime and identifies appropriate programs and strategies that provide school safety. The plan also addresses Morningside's procedures for complying with laws on school safety, including the following areas: child abuse reporting, disaster response, suspension and expulsion, notifying teachers of dangerous pupils, sexual harassment, dress code, safe ingress and egress, ensuring a safe and orderly environment, discipline, compliance with Safe and Drug Free Schools and Communities (SDFSC) principles, and hate crime policies and procedures.

Regular evacuation exercises, duck and cover, hit the deck, and bus evacuations are practiced by the entire campus. Evaluations of practice exercises are on file in the school office. The Second Step Anti Violence Education program is implemented in all K-5 classrooms. Morningside also employs a peer mediation program involving third- through fifth-grade students. The safety plan was last reviewed and updated in March 2009 and last discussed with school faculty in August 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	41	29	31
Suspension Rate	5%	4%	4%
Expulsion Number	0	0	0
Expulsion Rate	0%	0%	0%

	District		
	06-07	07-08	08-09
Suspension Number	855	887	902
Suspension Rate	11%	11%	12%
Expulsion Number	53	34	45
Expulsion Rate	<1%	<1%	<1%

<sup>3</sup>High 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	32	33	341
Without Full Credential	3	3	3	32
Teaching Outside Subject Area of Competence	0	0	0	1

### 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	2	1	0
Total Teacher Misassignments	2	1	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.<sup>3</sup>

Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers	
This School	100%
All Schools in District	92.3%
High-Poverty Schools in District	87.9%
Low-Poverty Schools in District	N/A

**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.<sup>3</sup>

Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers	
This School	0%
All Schools in District	7.7%
High-Poverty Schools in District	12.1%
Low-Poverty Schools in District	N/A

***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	0.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0

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***

The Delano Union School District sets a high priority upon ensuring that there are sufficient standards-aligned textbooks and materials to support the needs of each school's instructional program. This selection criterion includes the needs of English learners. The core curriculum/textbooks are selected on the basis of state-approved curriculum. The District Adoption Committee reviews state-approved curriculum. Adoption materials are rotated to each school campus and are evaluated and scored by all teachers. The Adoption Committee reviews score sheets and makes a recommendation to the Curriculum and Instruction Department.

Currency of Textbooks/Instructional Materials		
Publisher and Title	Subject/Grade	Year Adopted
Houghton-Mifflin <i>A Legacy of Literature</i>	English-Language Arts, K-6	2003
Hampton Brown <i>High Point</i>	English-Language Arts, 4	2002
Harcourt Brace <i>Harcourt Math- California Edition</i>	Mathematics, K-6	2008
Houghton-Mifflin <i>Houghton-Mifflin History-Social Science</i>	History-Social Science, K-6	2007
PearsonScott Foresman <i>California Science</i>	Science, K-6	2008

***Availability of Textbooks/Instructional Materials***

There is a one-to-one ratio of textbooks per pupil in all core subjects. Data was collected in August 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.<sup>4</sup> 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	\$5,006	\$774	\$4,232	\$63,698
District	N/R	N/R	\$4,559	\$59,708
% Difference - School and District	N/R	N/R	-7.2%	6.3%
State	N/R	N/R	\$5,512	\$67,082
% Difference - School and State	N/R	N/R	-23.3%	-5.1%

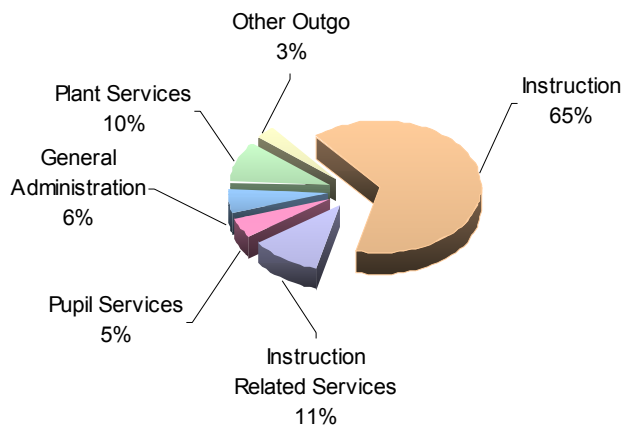
**Teacher and Administrative Salaries**

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.<sup>4</sup> 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	\$42,582	\$41,866
Mid-Range Teacher Salary	\$62,546	\$68,220
Highest Teacher Salary	\$84,526	\$86,536
Average Principal Salary (Elementary)	\$96,599	\$107,858
Superintendent Salary	\$138,915	\$178,938
Percent of Budget for Teacher Salaries	41.6%	42.1%
Percent of Budget for Administrative Salaries	6%	5.5%

**Expenditures by Activity**

This graph displays General Fund Expenditures for the Delano Union School District according to the activity (or function) they support.<sup>4</sup>



**Types of Services Funded**

Students with special needs are provided with differentiated instruction and support. The Case Assistance Review Team (CART) meets on a regular basis to address interventions, modifications, and parent involvement in meeting the individual needs of all students. The CART targets academic achievement, attendance, and the behavioral needs of students.

Moving Up and Language Block are two supplemental programs used to support our English language arts program. In Moving Up, students receive re-teach or enrichment instruction based on the grade level English language arts focus standard. The Language Block is used to group students based on their ADEPT (A Development English Proficiency Test) score, which assesses a student's language level. The instruction follows the district's SEI plan.

Core and supplementary curriculum is carefully selected to support the special needs of all students. Supplementary programs include Auto Skills (a computer program that supports both English language arts and mathematics), Orchard (A computer program supporting primary grade level English language arts and mathematics standards), Accelerated Reader, and English language arts, writing, and mathematic Bell Works in several grade levels.

Students identified with additional special needs are served by a special education teacher or a speech pathologist.

<sup>4</sup>The 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 Mathematics Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	53%
	07-08	47%
	08-09	55%
District	06-07	40%
	07-08	39%
	08-09	42%
State	06-07	40%
	07-08	43%
	08-09	46%

STAR Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	30%
	07-08	23%
	08-09	23%
District	06-07	29%
	07-08	42%
	08-09	37%
State	06-07	38%
	07-08	46%
	08-09	50%

STAR English-Language Arts Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	41%
	07-08	38%
	08-09	48%
District	06-07	31%
	07-08	34%
	08-09	38%
State	06-07	43%
	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
Filipino	58%
Hispanic or Latino	45%
White	48%
Male	49%
Female	48%
Economically Disadvantaged	42%
English Learners	23%
Students with Disabilities	12%
Students Receiving Migrant Education Services	18%

STAR Mathematics Most Recent Year	
Group	% Proficient or Advanced
Filipino	67%
Hispanic or Latino	51%
White	52%
Male	58%
Female	52%
Economically Disadvantaged	51%
English Learners	36%
Students with Disabilities	26%
Students Receiving Migrant Education Services	27%

STAR Science Most Recent Year	
Group	% Proficient or Advanced
Filipino	26%
Hispanic or Latino	21%
White	N/R
Male	22%
Female	25%
Economically Disadvantaged	21%
English Learners	3%
Students with Disabilities	N/R
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	17.6%	20.8%	7.2%



**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	5	4	3
Similar Schools	9	6	6

**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.<sup>5</sup>

Group	Actual API Change			Growth API Score
	06-07	07-08	08-09	2009
All Students	-9	-9	35	763
Filipino	7	-5	33	816
Hispanic or Latino	-9	-8	40	741
Economically Disadvantaged	-38	-5	33	736
English Learners	-15	2	36	702

<sup>5</sup>Groups 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	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

**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	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	72.7%

**INSTRUCTIONAL PLANNING AND SCHEDULING**

**Professional Development**

During the 2008-2009 school year site staff development focused on English Language Learner instruction and testing, English Language Arts Intervention, the Marzano strategies outlined in Classroom Instruction that Works, and the use of Thinking Maps. Each grade level participated in four full-day trainings titled *Structured Teacher Planning Time* (STPT). Teachers are provided with training and then given time within their grade level to discuss and plan for implementation during the STPT days. Each month during our staff meetings a variety of important topics are covered such as key vocabulary, using objectives, intervention programs, AYP/API reporting, Title III, AMAO, vertical teaming, and report cards. All topics covered at the site are then supported by administration through in-class coaching and teacher-principal meetings. Throughout the year teachers may also have an opportunity to attend trainings sponsored by the school district in a variety of areas.

Number of Regular School Days Dedicated to Staff Development		
06-07	07-08	08-09
16	12	12

**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%

**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

***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%

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%



**DELANO UNION SCHOOL DISTRICT**  
Working Together For A Brighter Future

**Notes Regarding Data:** This report contains the most current data available as of November 19, 2009. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Delano Union School District, and Morningside Elementary School.



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