

# Macy Elementary School School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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 at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Macy Elementary School	<b>District Name</b>	Lowell Joint School District
<b>Street</b>	2301 West Russell Street	<b>Phone Number</b>	562.943.0211
<b>City, State, Zip</b>	La Habra, CA 90631	<b>Web Site</b>	www.ljsd.org
<b>Phone Number</b>	562.902.4231	<b>Superintendent</b>	Dr. Patricia Howell
<b>Principal</b>	Tara K. Ryan	<b>E-mail Address</b>	webadmin@ljsd.org
<b>E-mail Address</b>	tryan@ljsd.org	<b>CDS Code</b>	19647666020176

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### Macy Mission Statement

At Macy School we strive to champion a visionary learning center.

Our goal is to maintain the current school environment which ensures that our Macy family boldly confronts every young person's human potential. Each child entrusted to our care is pushed to become a steward of leadership, a critical thinker, and a young individual, with a character and moral aptitude, that parents and staff may be proud of, prior to each child entering into the competitive program at our junior high, Rancho-Starbuck Intermediate School. Furthermore, our children are expected to uphold the stable traditions of our American educational philosophies; underscored by the current historical events of the geo-political world we all live in today.

#### At Macy Elementary School We Believe ...

- Students are accountable for their learning; teachers are accountable for their instruction; administrators are accountable for safeguarding students, staff, parents, and the core curriculum.
- All students will make positive contributions to the learning process.
- Every child will be a good person who reflects upon their actions and promotes a family or team ideal in their decision-making processes.
- All students shall develop an awareness of the diverse global community of which they are a functioning and essential member.
- All students are capable of being self-starters and independent learners.
- Upon mastery of the core curriculum, all students shall take risks, as well as, meet new challenges head-on by applying what they have learned in their studies.
- All students will demonstrate proficiency on the California standards by the State target date of 2014.
- All students shall be provided a broad range of opportunities to be leaders among their peers.
- Teachers shall provide a safe and inviting classroom environment which guarantees an optimum learning experience.
- The Macy staff shall collaborate and share ideas on instructional, structural, and humanistic components of school programming.
- Good citizenship and a strong character are traits that students and staff must first possess, then demonstrate, everyday.
- Family support systems are critical to student success and the partnership between home and school will only thrive in an 'open-campus environment'.
- Macy is a microcosm of the larger community, and as such, it is our duty to strive for strong school- community relations.
- Sound management and flexibility are keys to forward progress
- Education is an on-going process for everyone, student, staff, and families alike.

## Opportunities for Parental Involvement

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

Macy Elementary School relies heavily on the home-school component of our campus life. At Macy, parents and extended relations of our students, are actively recruited to help on campus. It is these volunteer, 'helping hands' which sustain the programs and activities of our school. Families at Macy understand that it is the partnership between home and school which creates a strong and positive learning environment. Parental involvement is an important component, that when augmented by the expertise and caring of the teachers and staff at school, ensures a safe and industrious environment for our children, everyday.

For this reason, the PTA Executive Board works closely with the Principal to set the goals of programming at Macy. Parents participate in numerous committees and chair positions. PTA members also take positions as active, contributing members of the Macy Elementary School Site Council. PTA Executive Board liaisons accompany the principal to district level information meetings where parent feedback is held in high regard; especially when it helps promote our programming and school activities. On any given day, a visitor to Macy will find numerous volunteers working in classrooms, or on campus, to help accomplish our goals for the week, the month, and the year.

Among other things, the Macy PTA runs the following events and programs during the year: Bike Rodeo, Fall Carnival, Red Ribbon Week and Monthly 'Wear Red' Days, Reflection's Program, Yearbook, Macy Awesome Readers (MARS), Operation Santa (feeding, clothing, and providing toys for local families in need), Angel Night, Duck Night, Movie Night, Kindergarten Picnic, Two Annual Bookfairs, Valentine's/Holiday/End of the Year Parties, Senior Friend's Day, Honorary Service Award, Eagle Eye Newsletter, and the Macy FUN RUN, Assemblies and Field Trips. The PTA Membership Committee also boasts over 100% PTA membership every year. This is accomplished by providing membership to involved individuals who may not have children at Macy.

In the past 3 years, Macy PTA has helped to raise over \$100,000 in a three-phase plan to bring new playground equipment to all fields on the campus.

Parents are also important members of the school support programs such as Noon Duty Aide supervision and the volunteers who assist in the library and the computer lab.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	65
Grade 1	51
Grade 2	60
Grade 3	59
Grade 4	69
Grade 5	65
Grade 6	70
<b>Total Enrollment</b>	<b>439</b>

## Student Enrollment by Group

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	0 %	White (not Hispanic)	46.92 %
American Indian or Alaska Native	0.46 %	Multiple or No Response	8.88 %
Asian	3.19 %	Socioeconomically Disadvantaged	11 %
Filipino	0 %	English Learners	7 %
Hispanic or Latino	40 %	Students with Disabilities	8 %
Pacific Islander	%		

## 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	2004-05				2005-06				2006-07			
	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+
<b>K</b>	30		2		26		2		32		2	
<b>1</b>	20	2			20.3	2	1		17	3		
<b>2</b>	19	3			20	3			20	3		
<b>3</b>	25.3		3		21.3	2	1		29		2	
<b>4</b>	34			2	34			2	33.5			2
<b>5</b>	32.5		1	1	34			2	32.5		1	1
<b>6</b>	28.7		3		28.5		1	1	34.5			2
<b>K-3</b>	20	1										

## II. School Climate

### School Safety Plan

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

A school must first and foremost be a safe haven for the children and personnel that enter the halls every year. Macy is a 'Closed Campus' for use of facilities and playgrounds. All groups who plan to use our facilities must first gain written permission and show proof of insurance. Although we strongly encourage parental and community involvement in the daily running of the school; we only allow facility-use agreements to persons with known business on our campus.

At Macy we take a proactive approach to school safety by strictly monitoring and updating the policies and standards of the schoolwide discipline program as well as the maintenance of the facilities. Every student and teacher is expected to protect the welfare of all individuals at school during the week. By taking an active role in the detection of safety concerns before they become a real problem; Macy is able to resolve many potential safety issues in a reasonable and timely manner.

Certificated teachers coordinate, train, and oversee the Macy Safety Patrol Team. These students help direct the flow of student foot traffic to and from school, answer questions, and generally ensure a smooth arrival and dismissal of the student body before and after school. The Safety Coordinators recognize these students in an official installation and pinning ceremony at the beginning of every year. Each week the Safety Patrol selects students who are following the safety rules and then rewards them with prizes and certificates at Friday announcements and during our Monthly Award's Assemblies.

At Macy we practice emergency drills for fires, earthquakes, and potential lock down scenarios. Primary and secondary crew members from the District maintenance department are assigned to individual schools in the event of an emergency. Certificated and classified personnel make-up a 'first-response' team and are prepared to assist in all safety concerns of campus life. Students practice daily entrance and exit procedures to and from class, to and from recess and lunch, and to and from assemblies. The students are expected to be on their best behavior and follow line rules at all times. The entire student body can be dismissed (as an individual class) from any event in less than three minutes without any talking or disruptions. The Macy staff and students are very proud of their entrance and exit procedures and the orderly fashion in which lunches are run.

Student time out of class during core instruction is strictly monitored. Student time in class is strictly protected. Campus and classroom distractions are kept to a minimum every day, every week, and every month of the year. Absences are verified on a daily basis and parent notices of excessive absence or truancy are sent out every Friday. Families may be referred to the Macy Attendance Review Board (MARB), and later to the School Attendance Review Board (SARB), if attendance becomes a problem for individual families. The school follows strict guidelines when submitting the School Crime Assessment Report, the Suspension/Expulsion Report, and while adhering to the district's Sexual Harassment Policy. The staff reports child abuse and/or child neglect whenever necessary, (e.g. mandated reporting to Child Protective Services or local police agencies).

### 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	3.6	1.6	2.3	5.9	6.1	5.1
<b>Expulsions</b>	0	0	0	0	0	0.1

### III. School Facilities

#### School Facility Conditions and Improvements

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.

##### Macy School Profile:

Macy is located at the base of La Habra Heights; one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 450 students. Macy operates 16 self-contained classrooms spanning Kindergarten through sixth grade. First and second grade have a 20:1 student to teacher ratio and kindergarten classes operate staggered sessions of Early Bird/Late Bird student groups.

Macy has a resource center, two District Special Day Classes, and services students in the Gifted and Talented Program. Qualifying students receive intervention services in the Reading Assistance Program (RAP). Macy's English Language Learner (ELL) population is considered 'small and scattered'; however, the District supports our school with an English Language Aide who services ELL students in developing their English skills.

Macy is proud to offer a district-created, award winning, Character Education Program which includes both home and school components, addressing monthly themes. Teachers also implement lessons found in the District Patriotic Guide; where social responsibility and good citizenship are emphasized daily and foster a strong appreciation of America's great heritage.

This knowledgeable and energetic staff excels in all professional requirements. The teachers work with a collaborative spirit; sharing ideas and strategies with enthusiasm. Teachers meet weekly so the core curriculum remains consistent between classes. The staff provides optimum learning environments that are nurturing, well organized, stimulating, and exciting.

Macy is celebrating its 50th birthday this year! Built in 1957, Macy Elementary School has five main wings of classrooms first through sixth grade, which also includes the library, the computer lab, the media lab, the Assistance Room, three special education rooms, and the RAP/EL classroom. The Macy Kindergartens are connected to the main office building and the teachers' lounge but are designed to have their own privacy and Kindergarten play area. Five separate bungalows make-up the remainder of the classrooms that are not attached to the main wings. A permanent, three-room bungalow houses the school psychologist, the speech and language therapist, and the Macy Conference Room. Macy has a full-functioning kitchen with an attached multi-purpose room that converts into a meeting hall or cafeteria with minimal effort.

The office building consists of rooms for the health office, the office manager, the school nurse, and the principal. Inside this building there is small room for making private phone calls, as well as, a teacher work area, a teacher supply area, and a teacher lounge.

The fields of Macy are broken into three kindergarten, primary, and upper-grade playground areas. There is concrete and grass available on all playgrounds. As of April 2008, brand new play equipment has been installed on all three fields. All playfields are enclosed and protected by metal wire fencing.

The LJSD Maintenance Department has worked very hard in the last few years to make necessary campus improvements. At this juncture, all major facility projects have been completed including, exterior and interior painting. The outside of the school was repainted in two-tone blue and ivory. Work orders given to the maintenance department are handled quickly and effectively, within a same day to week turn-around. The LJSD maintenance department takes pride in their work and it shows.

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

## Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## IV. Teachers

### Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The professional staff in Lowell Joint School District is provided with numerous professional staff development opportunities throughout the year. Outside of their regularly scheduled staff meetings, the district administration, (principals and superintendent) meet as needed in 'Principal Study Sessions' to: review, discuss, and be trained in different areas of focus that are deemed appropriate, (i.e. California standards, differentiated instruction, assessment and testing, the CPM process, as well as, planning for: Gifted and Talented Education, special education, and new core adoptions).

The teachers meet each week in regularly scheduled Grade Level Meetings, which may include the principal, to plan and share new ideas or target areas of focus for curriculum and management. When new textbook adoptions are being considered for the core areas, teachers take part in the publisher in-services on the appropriate implementation of the materials. Teachers are expected to have a say in the adoption process and are included, at the onset, in all reviews of instructional materials.

Guest presenters come to the District to in-service teachers in areas that include state standards, textbook alignments, differentiated instruction, classroom management, etc. The valued resources of our own internal and professional teaching staff are further utilized when necessary. Teachers may attend trainings hosted by their 'expert peers' and colleagues in area of Miscue Analysis, reading and math strategies, CTEL Training, the Writing Process, etc. Once a focus area is detected, district and site-level in-services are provided to address the needs.

The Targeted Improvement Plan also helps school teams identify their most challenging curricular areas (by grade level) so that the principal, and if necessary the district curriculum department, can write an action plan for improvement.

### 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	19	20	18	139
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence			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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	3	0	
Total Teacher Misassignments	3	0	
Vacant Teacher Positions	0	0	

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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 %
<b>All Schools in District</b>	98 %	2 %
<b>High-Poverty Schools in District</b>	%	%
<b>Low-Poverty Schools in District</b>	98.3 %	1.7 %

## V. Support Staff

### 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 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
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>	.2	N/A
<b>Library Media Services Staff (paraprofessional)</b>		N/A
<b>Psychologist</b>	.5	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	.33	N/A
<b>Speech/Language/Hearing Specialist</b>	.5	N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Adoption Date June 1997 K-6, May 2002 7-8	0
<b>Mathematics</b>	Adoption Date K-8 October 2001	0
<b>Science</b>	Adoption Date K-7 May 2002 Adoption Date 8th May 2007	
<b>History-Social Science</b>	Adoption Date K-5 March 2001 Adoption Date 6 - 8 May 2007	0
<b>Foreign Language</b>		
<b>Health</b>	Adoption Date June 1997 K-6, May 2002 7-8	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	---	---	5,062	\$63,795
<b>Percent Difference – School Site and District</b>	---	---		
<b>State</b>	---	---	\$4,943	\$58,519
<b>Percent Difference – School Site and State</b>	---	---		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

School Improvement funds are allotted to pay for substitutes, instructional aides, a campus supervisor, conferences, supplemental books, instructional supplies, and fund the intramural program.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$36,564	\$38,159
<b>Mid-Range Teacher Salary</b>	\$70,514	\$59,148
<b>Highest Teacher Salary</b>	\$79,246	\$73,514
<b>Average Principal Salary (Elementary)</b>	\$98,736	\$91,903
<b>Average Principal Salary (Middle)</b>	\$101,473	\$95,855
<b>Superintendent Salary</b>	\$146,684	\$132,994
<b>Percent of Budget for Teacher Salaries</b>	43.5 %	41.6 %
<b>Percent of Budget for Administrative Salaries</b>	5.6 %	5.9 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (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, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *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.*

### CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	73	76	75	62	63	64	40	42	43
Mathematics	73	73	75	61	64	60	38	40	40
Science	59	48	57	32	41	49	27	35	38
History-Social Science				35	41	43	32	33	33

### CST 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	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	85	92	*	
Filipino				
Hispanic or Latino	71	71	54	
Pacific Islander	*	*		
White (not Hispanic)	79	78	56	
Male	73	80	65	
Female	77	70	48	
Economically Disadvantaged	53	61	*	
English Learners	55	68	*	
Students with Disabilities	35	39	*	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *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.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	70	67	76	59	58	55	41	42	42
Mathematics	89	83	90	72	69	67	52	53	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	69	86
Pacific Islander		
White (not Hispanic)	88	96
Male	66	91
Female	92	88
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

### California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <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.*

Grade Level	Percent of Students Meeting Fitness Standards
5	21

## IX. 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 CDE Web site 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	2004-05	2005-06	2006-07
Statewide	10	10	10
Similar Schools	9	10	9

### API Changes 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	22	3	4	895
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	2	-6	33	872
Pacific Islander				
White (not Hispanic)	33	11	-13	910
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

### 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 CDE Web site 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.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	