

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

## Executive Summary School Accountability Report Card, 2008-09

### Campo Elementary School

Address: 1654 Buckman Springs Rd. , Campo CA 91906-2004

Phone: 619-478-5583

Principal: Diane Yops

Grade Span: K - 7

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

#### Campo Elementary School Profile and Description

##### LOCATION:

Campo Elementary is a rural school located approximately sixty miles east of San Diego. It is the largest of the six elementary schools in the Mountain Empire Unified School District. Student population numbers have grown from 282 students in October 2005 to approximately 360 students in the Spring of 2009.

Campo Elementary serves the entire Campo, Lake Moreno, Campo Indian Reservation and Cameron Corners communities in grades Kindergarten through sixth. There is a State Preschool on site serving children ages 3-Kindergarten.

##### STAFFING:

Campo Elementary staff includes eighteen credentialed teachers, an itinerant Speech and Language teacher on site four days a week, an itinerant School Psychologist, a secretary, clerk, health clerk, eight Special Education instructional aides, three regular education instructional

aides, five playground supervisors, two full time custodians, two cafeteria personnel, a half time computer lab aide and a full time principal. The time of the itinerant personnel on campus is adjusted annually according to the numbers of students and need. The school also offers a Before and After School Program which is free for all children grades K-six. Counseling, Adaptive Physical Education and Occupational Therapy services are provided on site for our students by itinerant personnel.

The teaching staff is comprised of teachers with one to thirty-plus years of teaching experience. Three of our teachers are National Board Certified. One of our teachers was recently selected San Diego County Teacher of the Year. Our principal was named County Title I Frontline Principal of the Year for 2007. Campo's instructional aides assist with the instruction in the classroom, intervention groups, playground supervision, proctor standardized tests, and assist with the yearly CELDT assessments.

## Student Enrollment

Group	Percent
African American	5.60 %
American Indian or Alaska Native	11.48 %
Asian	0.56 %
Filipino	1.12 %
Hispanic or Latino	26.61 %
Pacific Islander	0.56 %
White (not Hispanic)	52.94 %
Multiple or No Response	1.12 %
Socioeconomically Disadvantaged	51.00 %
English Learners	17.00 %
Students with Disabilities	21.00 %
<b>Total Number of Students</b>	<b>357</b>

## Teachers

Indicator	Teachers
Teachers with full credential	17
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53 %
Mathematics	51 %
Science	37 %
History-Social Science	N/A

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	758
Statewide Rank (from 2008 Base API Report)	5
2009-10 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

The Facilities Inspection Tool (FIT) was used to determine the condition of the facility. Copies of the detailed report we left with the school site. Overall school rating was “Good.”

### Repairs Needed

Water faucet in Ladies Restroom needed replacing. Nurse’s office had no hot water. North wing restroom 1 urinal was leading, one sink had no water. Custodial closet-large hole above the sink. Library leak in ceiling. Hall sink in north wing has no water. Computer lab had too many computers plugged into extension cords.

### Corrective Actions Taken or Planned

Work Orders have been filled out for all areas of deficiency. Computer Lab has been rewired to meet code.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0

History-Social Science	0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 3,478.32
District	\$ 6,471.47
State	\$5,512

### NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

### NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

### NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

## NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Campo Elementary	District Name	Mountain Empire Unified
Street	1654 Buckman Springs Rd.	Phone Number	619-473-9022
City, State, Zip	Campo , CA 91906-2004	Web Site	www.meusd.net
Phone Number	619-478-5583	Superintendent	Steve Van Zant
Principal	Diane Yops	E-mail Address	svanzant@meusd.net
E-mail Address	dyops@meusd.net	CDS Code	37- 68213- 6038681

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

### **Campo Elementary School Profile and Description**

#### **LOCATION:**

Campo Elementary is a rural school located approximately sixty miles east of San Diego. It is the largest of the six elementary schools in the Mountain Empire Unified School District. Student population numbers have grown from 282 students in October 2005 to approximately 360 students in the Spring of 2009.

Campo Elementary serves the entire Campo, Lake Moreno, Campo Indian Reservation and Cameron Corners communities in grades Kindergarten through sixth. There is a State Preschool on site serving children ages 3-Kindergarten.

#### **STAFFING:**

Campo Elementary staff includes eighteen credentialed teachers, an itinerant Speech and Language teacher on site four days a week, an itinerant School Psychologist, a secretary, clerk, health clerk, eight Special Education instructional aides, three regular education instructional aides, five playground supervisors, two full time custodians, two cafeteria personnel, a half time computer lab aide and a full time principal. The time of the itinerant personnel on campus is adjusted annually according to the numbers of students and need. The school also offers a Before and After School Program which is free for all children grades K-six. Counseling, Adaptive Physical Education and Occupational Therapy services are provided on site for our students by itinerant personnel.

The teaching staff is comprised of teachers with one to thirty-plus years of teaching experience. Three of our teachers are National Board Certified. One of our teachers was recently selected San Diego County Teacher of the Year. Our principal was named County Title I Frontline Principal of the Year for 2007. Campo's instructional aides assist with the instruction in the classroom, intervention groups, playground supervision, proctor standardized tests, and assist with the yearly CELDT assessments.

#### **FACILITIES:**

The school main wing of the school was completed in 1992. The site had been utilizing five portable classrooms, prior to the completion of the South Wing. Construction of the new wing was completed in the Spring of 2006. The new wing added four regular education classrooms, four special education classrooms, a teacher work room, custodial storage, student restrooms, two adult restrooms and an enlarged and remodeled kitchen facility.

### **Campo Elementary School's Mission Statement-**

We believe that all children are unique and have the capacity to learn; therefore, our mission is:

- To provide a quality education for every student in a warm, safe, and caring environment in order to enhance self esteem and personal growth.
- To develop literate, responsible citizens who can contribute to a democratic way of life.
- To instill independent thinking and a life long love of learning.
- To foster an appreciation for the cultural, ethnic, and racial differences as they contribute positively to our nation's future.

**Opportunities for Parental Involvement (School Year 2008-09)**

**Danielle Adams, Associated Student Body Advisor 619-478-5583**

**Rebecca Ethington, Parent Teacher Organization President 619-478-5583**

**Silvia Machado, English Learners Advisory Council Site Representative 619-478-5583**

**Diane Yops, Principal and School Site Council Chair 619-478-5583**

Campo Elementary has an extremely active ASB which conducts fund raisers throughout the school year to provide activities for the children, offering incentives for perfect attendance, operating a student store selling pencils and other school supplies, coordinate Family Reading Nights, Book Fairs, Fall Festival, Spring Fling, monthly all school involvement activities (such as Tacky Tourist Day, Beach Day, etc.) and many other student involved activities. The parents also assist at the school volunteering in classrooms, teacher workroom, etc. They are an integral part of the school.

The ELAC meets every other month to discuss ideas which will assist our English Learner parents and their students. The ELAC participated in the Fall Festival and other school events. Speakers are brought to the school to work with our parents in their native language to answer questions the parents may have and to educate them in the role of the school with their children. The ELAC suggests ideas to better meet the needs of their children, which is then reviewed for implementation.

The School Site Council meets every other month to discuss ways to improve our school. The committee reviews test scores for all students to better meet the need of our students. The committee is composed of an equal amount of staff members and parent/community members. Everyone is welcome at these meetings.

The Principal Informal is a monthly opportunity for parents and community members to meet informally with the principal. This is an opportunity to meet and discuss items which might not be an agenda item for more formal meetings held at the school.

### Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	34
Grade 2	43
Grade 3	53
Grade 4	54
Grade 5	69
Grade 6	42
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	357

### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	5.60 %
American Indian or Alaska Native	11.48 %
Asian	0.56 %
Filipino	1.12 %
Hispanic or Latino	26.61 %
Pacific Islander	0.56 %
White (not Hispanic)	52.94 %
Multiple or No Response	1.12 %
Socioeconomically Disadvantaged	51.00 %
English Learners	17.00 %
Students with Disabilities	21.00 %

### Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2			19.0	1			20.0	3		
1	19.5	2			20.5	1	1		20.0	1		
2	18.5	2			18.0	2			20.0	1		
3	20.5	1	1		17.5	2			20.0	1		
4	29.0		1		23.5		2		28.0		1	
5	22.0		2		23.0		1		29.0		1	
6	28.0		2		24.0		1		27.0		1	
K-3	17.0	1			18.0	2			21.0		2	
3-4	20.0	1										
4-8					23.0		1		21.7	1	2	
Other									12.5	2		

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

The staff has worked extensively on a new and comprehensive evacuation plan for fire, earthquake and lockdown procedures. New evacuation routes were established and practiced. Staff roles in the event of an emergency were reviewed and updated. The current plan provides a comprehensive means to assure the safety of our students at Campo Elementary. Evacuation routes were reviewed, practiced and changed due to the previous construction on site. Fire Drills, Earthquake Drills and Lock Down Drills have been discussed, planned, evaluated and implemented. Walkie Talkies have been purchased for all instructional personnel and teachers in the school.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	4.2	6.7	0.0	25.9	25.6
Expulsions	0.0	0.0	0.0	0.0	0.1	0.2

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Campo Elementary is a welcoming school built in 1992. The facility is modern, practical and represents the "state of the art" in school construction. It currently has nineteen classrooms in the main building and five portables. Two of the portables are used for the Before and After School Program, one is our State Preschool.

A new wing was completed and opened the fall of 2006. The new wing has six new classrooms, an RSP room, additional staff and student bathrooms and a workroom/storage room.

School lunches are prepared on campus and served in the newly remodeled and enlarged school cafeteria. The cafeteria was remodeled in 2006, which allows us to serve more lunches from a new kitchen.

The school is maintained and in pristine condition. Comments are frequently made by parents and community members that the school appears much newer than it actually is. The can be greatly attributed to the custodial staff, teachers, students and parents who are so proud of their school.

### School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			

<b>Interior:</b> Interior Surfaces	N/A	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
<b>Electrical:</b> Electrical	N/A	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A			X	Work Orders have been completed.
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			
<b>Structural:</b> Structural Damage, Roofs	N/A	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
<b>Overall Rating</b>	92.37% GOOD				

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	17	16	17	89
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	89.9	10.1
High-Poverty Schools in District	70.6	29.4

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2008-09)**

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A

## VII. Curriculum and Instructional Materials

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

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
Reading/Language Arts	100%	0
Mathematics	100%	0
Science	100%	0
History-Social Science	100%	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,276.97	\$1,798.65	\$3,478.32	\$52,548.23
District	N/A	N/A	\$6,471.47	\$55,790
Percent Difference – School Site and District	N/A	N/A	53%	94%

State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	63%	93%

### **Types of Services Funded (Fiscal Year 2008-09)**

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

Award Assemblies are held monthly recognizing students with:

- Perfect Attendance
- Perfect Homework
- Student of the Month
- Most Improved
- Academic Achievement Awards

The Campo/Lake Morena Kiwanis Club donates six bicycles to encourage and reward Perfect Attendance at our monthly assemblies (K-2, 3-5 and 6-7) three times per year. The Campo Reservation Educational Center also donates four to six bicycles two times per year at our awards assemblies during the school year rewarding students with perfect homework students.

Campo Elementary utilizes a Character Counts program throughout the school. The site focuses on a Word of the Month and implements activities to teach, practice and internalize these character traits. In addition, there are Student of the Month Awards given by each teacher to a student who best exhibits that monthly character trait. Daily quotations and reinforcement of the word of the month are given each morning in the morning announcements given by the Principal.

The school uses the Instructional Aides and Playground Supervisors, in addition to the teachers, on the playground and at lunch to monitor student behaviors and guide students in a positive manner. The Peace Builders Pledge is recited each morning and students and teachers model Peace Builder Behaviors.

### **Teacher and Administrative Salaries (Fiscal Year 2007-08)**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

<b>Category</b>	<b>District</b>	<b>State Average For Districts In Same</b>
-----------------	-----------------	--------------------------------------------

	<b>Amount</b>	<b>Category</b>
Beginning Teacher Salary	\$39,108	\$38,941
Mid-Range Teacher Salary	\$49,564	\$59,686
Highest Teacher Salary	\$76,043	\$77,828
Average Principal Salary (Elementary)	\$104,106	\$94,258
Average Principal Salary (Middle)	\$108,290	\$98,271
Average Principal Salary (High)	\$109,274	\$104,869
Superintendent Salary	\$137,184	\$142,247
Percent of Budget for Teacher Salaries	33.40 %	38.20 %
Percent of Budget for Administrative Salaries	7.20 %	5.90 %

## **IX. Student Performance**

### **Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### **Standardized Testing and Reporting Results for All Students – Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	44	50	48	37	37	39	43	46	50
Mathematics	44	48	47	33	33	37	40	43	46
Science	49	58	36	32	36	35	38	46	50
History-Social Science	0	0	0	23	18	22	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	27	33	*	
American Indian or Alaska Native	35	35	*	
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	29	31	32	
Pacific Islander	*	*		
White (not Hispanic)	63	60	42	
Male	41	47	33	
Female	56	47	39	
Economically Disadvantaged	39	35	28	
English Learners	21	26	27	
Students with Disabilities	36	33	27	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.0	25.8	45.2

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	2	5	5
Similar Schools	1	4	7

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school.

Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- " \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	84	12	2	758
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	68		-21	707
Pacific Islander				
White (not Hispanic)	92	17	15	803
Socioeconomically Disadvantaged	101	-10	20	719
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### 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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

**Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

**Federal Intervention Program (School Year 2009-10)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement	N/A	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7

## XI. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)				6.0	3.7	5.6	3.5	4.4	3.9
Graduation Rate			N/A	84.2	87.6	85.2	83.4	80.6	80.2

## XII. Instructional Planning and Scheduling

### Professional Development

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

Mountain Empire Unified School District has allotted four minimum days devoted to Staff/Professional Development. Campo Elementary participates in District wide Professional Development on these four days. Staff Development is provided in joint efforts with all of the elementary schools. Principals create the schedule for the trainings provided on these 4 minimum days.

Mountain Empire Unified School District has allotted five minimum days devoted to elementary parent teacher conferences prior to the end of the first trimester.

Mountain Empire Unified School District has allotted one minimum day set aside for the last day of school.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with

disabilities 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 on the [National Assessment of Educational Progress](#) Web page (Outside Source).

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

### **National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated**

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

<b>Subject and Grade Level</b>	<b>State Participation Rate</b>		<b>National Participation Rate</b>	
	<b>Students With Disabilities</b>	<b>English Language Learners</b>	<b>Students With Disabilities</b>	<b>English Language Learners</b>
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92