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

## Vine Hill Elementary School

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	Vine Hill Elementary	District Name	Scotts Valley Unified
Street	151 Vine Hill School Rd.	Phone Number	831-438-1820
City, State, Zip	Scotts Valley , CA 95066-3211	Web Site	<a href="http://www.svusd.santacruz.k12.ca.us">www.svusd.santacruz.k12.ca.us</a>
Phone Number	831-438-1090	Superintendent	Susan Silver
Principal	Michelle A. Stewart	E-mail Address	<a href="mailto:ssilver@santacruz.k12.ca.us">ssilver@santacruz.k12.ca.us</a>
E-mail Address	<a href="mailto:mstewart@santacruz.k12.ca.us">mstewart@santacruz.k12.ca.us</a>	CDS Code	44- 75432- 6049951

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

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

The Annual School Progress Report was established by Proposition 98, an initiative passed by the California voters in November 1988. The purpose of the report is to provide information to parents and the community about Vine Hill School, the progress of its programs, staffing, materials, procedures, conditions and areas of need. Vine Hill Elementary School has an excellent, dedicated staff that is caring, professional and talented. Our parents are highly involved in the school, and our wonderful students are motivated to learn. Together we provide excellence in education and turn visions of school improvement into realities. The Vine Hill School Community honors excellence in academics and high standards in conduct.

The Mission of Vine Hill School teachers, administrators and staff is to provide an environment that cultivates character, fosters academic excellence, and believes in the equal worth and dignity of all students. The Vine Hill team joins the parents and community in developing skills that will allow students to become independent, responsible, life-long learners.

The Vine Hill Vision of Excellence encompasses the establishment of a learning environment that maintains an enthusiasm for learning, encourages personal and social responsibility, promotes academic excellence, and enhances lifelong learning skills. This vision supports the development and strengthening of self-esteem and integrity, respect for the environment, appreciation for the world's interrelated inhabitants and cultures, and involvement in contributions to a rapidly changing and culturally diverse society.

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

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

There are many opportunities for parents to be directly involved at Vine Hill School: Vine Hill PTA, School Site Council, ELAC (English Language Advisory Council), DLAC (District Language Advisory Council), Vine Hill Crossing Guards, Vine Hill Science Fair, and volunteering in the classrooms, library, computer lab, office and life lab garden. Additionally, parents are currently providing after-school enrichment classes and are involved in district and community activities and committees that support all Scotts Valley schools: GATE, SVEF (Scotts Valley Educational Foundation), Curriculum and Instruction, Safety/Emergency Preparedness, Facilities Management, Benefits Committee and Fiscal Advisory Committee. Volunteers are a valuable and welcome resource!

## 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	96
Grade 1	101
Grade 2	96
Grade 3	100
Grade 4	88
Grade 5	110
Ungraded Elementary	0
Total Enrollment	591

## 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	0.51 %
American Indian or Alaska Native	0.34 %
Asian	2.88 %
Filipino	0.68 %
Hispanic or Latino	7.95 %
Pacific Islander	0.17 %
White (not Hispanic)	81.73 %
Multiple or No Response	5.75 %
Socioeconomically Disadvantaged	14.00 %
English Learners	3.00 %
Students with Disabilities	7.00 %

## 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	19.0	5			19.4	5			20.0	5		
1	20.0	5			18.5	5			19.6	4	1	
2	19.2	6			19	5			18.4	5		
3	19.6	5			18.5	6			19.2	5		
4	31.3		3		27.8		4		29.3		3	
5	30.3		3		30		3		27.5		4	
6												
K-3	10	1			10.0	1			8	1		
3-4												
4-8												
Other												

### III. School Climate

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

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

Vine Hill has developed a comprehensive School Safety Plan to ensure a safe and supportive learning environment for students and staff. The Site Safety Committee and the School Site Council review this plan annually and make modifications as needed. Key elements included in the plan are proactive security procedures, established emergency response plans, school discipline and regulations regarding suspension and expulsion, and proactive strategies to address sexual harassment, substance use, and conflict resolution. The School Site Council approves the plan each Fall.

#### 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	0.8	0.0	0.3	2.0	0.6	3.0
Expulsions	0.0	0.0	0.0	0.1	0.3	0.1

### 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.

Vine Hill has 17 classrooms in permanent buildings and 13 portable classrooms which are all in good repair. All permanent facilities and portable classrooms are linked through a local area network and have access to the Internet. The library was reconfigured a few years ago to include a 32 PC computer lab. All classrooms have adequate student furniture and instructional equipment including computers. The classrooms, library, computer lab, and office are attractive, comfortable, and have adequate lighting. The staff workroom is equipped with copy machines, a laminator, and adequate work and storage space for supplies and materials. The staff lounge is a comfortable place for teacher breaks. The school maintains an outdoor Life Lab to provide experiential learning opportunities. An ADA ramp allows all students to have access to the Life Lab. There is an outdoor amphitheater large enough to hold the entire student body for assemblies and events. The campus has three distinct playground areas: a kindergarten only area with a relatively new play structure that meets current safety standards; a playground area containing play structures, swings, bars, sand, wallball boards and painted asphalt game area; an area that contains basketball courts, tetherball courts, a grass play area, and a baseball diamond. A dirt area was converted into a second baseball diamond/play area. Recesses and lunch periods are staggered to limit the number of students on the playground thus ensuring more effective supervision of students. The Vine Hill PTA annually provides funding to keep playground equipment up to date and well stocked.

Vine Hill School provides a safe, clean, and maintained facility for learning. The campus (inside and out) is lit with motion-sensor devices. Major maintenance projects are identified throughout the year and completed during summer months. The exterior of the school was painted six years ago. Broken, damaged equipment, furniture, windows, doors, etc. are repaired or replaced in a timely manner. Playground grade sand is replenished on the playgrounds as needed. The plan for graffiti abatement (even though there is very little throughout the year) is immediate removal. Regular safety inspections are conducted on the playground and in the buildings. Any identified areas of concern are corrected or improved. A system is in place for all staff to notify the principal of any areas on the campus that need attention. Custodial staff consists of one daytime custodian and a half time night custodian. They perform basic cleaning operations in all rooms. Student and staff restrooms are thoroughly cleaned nightly. All restrooms are checked throughout the day for cleanliness and adequate supplies (towels, soap, tissue). Weekly support is provided by the district maintenance staff to keep weeds down, lawns mowed, trees trimmed, and to help keep the facilities and grounds clean and in good working order. Vine Hill implements a recycling program in the classrooms and during lunch. Vine Hill students eat lunch outside in good weather. The lunch tables and the immediate grounds are washed down every day. A rigorous yellow-jacket abatement program has been instituted to control the number of yellow-jackets and the negative impact they have on the safety and well-being of students.

The district takes great efforts to ensure that Vine Hill is clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information about the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School Buildings:** Vine Hill School has 17 permanent classrooms, 13 portable classrooms, a library, a computer lab, an office and a staff lounge and workroom. The main campus was built in 1959 and was modernized in 1995. Seven portable classrooms were constructed in 1997 for class size reduction.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule:** The district has adopted cleaning standards and the custodians take great pride in providing a safe and clean environment for staff and students. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides state matching funds 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.

**Repairs Needed:** The district replaced several rugs which became a trip hazard; ongoing carpet replacement occurs as necessary.

**Corrective Actions Taken or Planned:** All corrective actions to maintain a safe and clean campus were targeted and were either completed or are in the process of completion for the 2009-2010 school year.

## 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. Deficiencies listed below are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		Buckling carpet is trip hazard
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Ongoing gopher control. No lighting in main lot. Pavement in poor condition
<b>Overall Rating</b>	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	32	30	30	125
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

### 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	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

## 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	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	.5	

## 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	Excellent: Houghton-Mifflin State Adopted-Excellent Condition – Adopted 9/03	0
Mathematics	Excellent: Houghton-Mifflin State Adopted – Good Condition – Adopted 9/02 (New adoption next year)	0
Science	K-5 McGraw Hill State Adopted – Excellent Condition – Adopted 6/08	0
History-Social Science	Excellent: Scott-Foresman State Adopted for K-4-Excellent Condition – Adopted 6/07 implemented 2007-08 Harcourt Brace State Adopted Reflections for 5 <sup>th</sup> Grade-Excellent Condition – Adopted 6/07 implemented 2007-08	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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	\$5,521	\$1,122	\$4,398	\$62,658
District	\$7,411	\$2,083	\$5,327	\$60,318
Percent Difference – School Site and District	-25.5%	-46.1%	-17.4%	-3.9%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-20.2%	2.7%

### 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.

A comprehensive educational program for kindergarten through fifth grade students, including Special Education, English Language Development, Title I Targeted Assistance, Gifted and Talented Education, art and music, technology through a computer lab, library services, and limited counseling services is provided. State and Federal funds are also used to educate students on the dangers of drug use. Federal and state categorical funding, parent donations, and private grant funding are aggressively sought to supplement our educational programs.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,179	\$38,941
Mid-Range Teacher Salary	\$54,665	\$59,686
Highest Teacher Salary	\$71,827	\$77,828
Average Principal Salary (Elementary)	\$92,517	\$94,258
Average Principal Salary (Middle)	\$95,255	\$98,271
Average Principal Salary (High)	\$98,634	\$104,869
Superintendent Salary	\$139,277	\$142,247
Percent of Budget for Teacher Salaries	39.3%	38.20 %
Percent of Budget for Administrative Salaries	5.90%	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	70	75	74	69	72	74	43	46	50
Mathematics	76	82	76	54	58	54	40	43	46
Science	74	83	89	54	65	75	38	46	50
History-Social Science	0	0	0	46	54	61	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	*	*	*	
American Indian or Alaska Native	*	*		
Asian	92	100	*	
Filipino	*	*	*	
Hispanic or Latino	62	57	*	
Pacific Islander	*	*		
White (not Hispanic)	76	78	89	
Male	70	74	87	
Female	80	78	92	
Economically Disadvantaged	63	57	79	
English Learners	36	36		
Students with Disabilities	48	38	*	
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	13.9%	34.3%	38.9%

## 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	10	9	10
Similar Schools	8	7	8

"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	-6	18	-8	888
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	0	22	-10	896
Socioeconomically Disadvantaged				
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.

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	Yes
Percent Proficient - Mathematics	Yes	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.

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

## 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.

For the past three years, 2007, 2008, 2009, the district has provided two staff development days each year through Professional Development Block Grant funding. Content of days has included the following: review and analysis of student performance data (STAR and local measures) to identify areas of strength and needed improvement for instruction; standards based curriculum and reporting through standards based report cards; development and alignment of benchmark assessments to grade level state standards, K-12 alignment of curriculum and instruction, training in using data systems, and review of research-based best practices. In addition, all 1<sup>st</sup> through 5<sup>th</sup> grade certificated staff meet weekly in a restructured day schedule, in order to have Professional Development and Collaboration. The weekly professional development time provides opportunities for cross grade level collaboration. Vine Hill participates in the New Teacher Project for first and second year teachers. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in reading, writing and math. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, analysis of student work, and strategies to address needs of students not meeting standards. We continue to work on essential standards and benchmarks, having completed them in History and Social Science, with plans for completion in reading, writing and math by the end of the 2010 school year.

## 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 – All Students

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

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Mathematics 2009, Grade 4	232	239	41	25	5

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

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Mathematics 2007, Grade 4	79	96	84	94