

Executive Summary School Accountability Report Card, 2010–11

For White Hill Middle

Address:	101 Glen Dr., Fairfax, CA, 94930-1338	Phone:	(415) 454-0169
Principal:	David Finnane, Principal	Grade Span:	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

As of January 2012, White Hill's enrollment is 606 students in grades 6 through 8. 98% of our students are primarily English speakers. 86% of the students are Caucasian with 11% of our students representing Asian or Pacific Islander, Hispanic, or African-American ethnicities. Families from all over the world come to study at the San Francisco Theological Seminary in San Anselmo. Consequently, White Hill has children from diverse cultures who speak languages other than English.

Student Enrollment

Group	Enrollment
Number of students	584
Black or African American	1.2%
American Indian or Alaska Native	0.0%
Asian	3.4%
Filipino	0.3%
Hispanic or Latino	5.7%
Native Hawaiian or Pacific Islander	0.3%
White	86.1%
Two or More Races	1.5%
Socioeconomically Disadvantaged	11.8%
English Learners	3.6%
Students with Disabilities	12.0%

Teachers

Indicator	Teachers
Teachers with full credential	32
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 STAR* Program Results
English-Language Arts	87%
Mathematics	72%
Science	91%
History-Social Science	80%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	914
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 9
2011–12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The last Facility Inspection Tool (FIT) was conducted on December 6 2011. The inspection found conditions from poor to exemplary. The 2 areas found in poor condition were in the 15 -20 year old classroom potables that are scheduled for demolition in the summer of 2012. They are in need of carpet repair and attic cleaning for pest droppings. The pest issue is being handled as an ongoing cleaning project. The school needs some updating but meets all requirements for good to exemplary condition except for

the above mentioned.

Repairs Needed

N/A

Corrective Actions Taken or Planned

White Hill Middle school is in the beginning stages of a \$25m renovation that will begin in the summer of 2012 with the replacement of 15 portables that are in poor condition. The 16000 sq ft of portables are being replaced by 3 permanent buildings that will house the 7 and 8 grades and include new music and our special education programs. The site will also remodel 2 rooms for art and some remodeling in the original building for the 6th grade program. A new gym is also scheduled to be build later in 2016

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,497
District	\$6,382
State	\$5,650

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011–12)

School		District	
School Name	White Hill Middle	District Name	Ross Valley Elementary
Street	101 Glen Dr.	Phone Number	(415) 454-2162
City, State, Zip	Fairfax, CA, 94930-1338	Web Site	www.rossvalleyschools.org
Phone Number	(415) 454-0169	Superintendent	Eileen Rohan
Principal	David Finnane, Principal	E-mail Address	cstockley@rossvalleyschools.org

E-mail Address	dfinnane@rossvalleyschools.org	CDS Code	21750026024285
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School Description and Mission Statement (School Year 2010–11)

White Hill Middle School is the middle school for the three elementary feeder schools in the Ross Valley School District. Located on the edge of Fairfax at the base of White’s Hill, surrounded by hills and residential housing, the school sits on a 22-acre site that includes Lefty Gomez Field. It was built in 1969 and went through major renovation in 1984-85, prior to becoming the middle school for the combined Fairfax and San Anselmo districts.

White Hill serves approximately 584 sixth, seventh and eighth graders. The White Hill program offers academic challenge and breadth of opportunity through its core educational program, enrichment and elective classes, and student activities program. Single subject credentialed teachers teach students fine arts, foreign language and physical education. Thirty-five teachers, twenty classified staff, one counselor, and two administrators implement the rich and rigorous educational program at White Hill. We have two part-time speech pathologists and a school psychologist that we share with the elementary schools in our district. Other special services for our students are provided on an as-needed basis by contracting for specialists through the county office. Parent and community support are high.

In 2002-2003 White Hill received an overall API ranking of 850, among the highest middle schools in the county. Our API increased to 867 in 2003-2004. In 2007-2008, White Hill’s API stayed consistent at 868. White Hill’s API in 2008-2009 rose to 900. White Hill’s API in 2009-2010 was 919. In 2001 and 2009 White Hill received the California Distinguished School Award.

Opportunities for Parental Involvement (School Year 2010–11)

Parent volunteers are regularly present at White Hill during lunch, and special events such as Renaissance Day, Civil War Day, Bones and Stones Day and Challenge Day. Parents play an essential role in our community. Teachers and parents see themselves as partners in the education of children, and parents work in the classroom and on campus in a variety of ways.

White Hill’s goals reflect the values of the community, staff and students. The Site Council, Parent Club, YES Foundation and the various committees support our goal of student-centered, multi-disciplinary learning. Parents are made aware of their children’s progress through a variety of methods. Standardized test scores are mailed home to parents annually, progress reports are sent home at the mid point of each trimester and report cards are mailed at the end of each trimester. Teachers send home Yellow Alerts to those students whose grades and/or behavior have fallen off between progress reports and report cards. Regular communications between school and home takes place via class websites, e-mail, voice mail, notes or face-to-face meetings.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	183
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0

Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	200	Ungraded Secondary	0
Grade 7	201	Total Enrollment	584

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0.0%
Asian	3.4%
Filipino	0.3%
Hispanic or Latino	5.7%
Native Hawaiian or Pacific Islander	0.3%
White	86.1%
Two or More Races	1.5%
Socioeconomically Disadvantaged	11.8%
English Learners	3.6%
Students with Disabilities	12.0%

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes *			Avg. Class Size	2009–10 Number of Classes *			Avg. Class Size	2010–11 Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	1	16	0	25.6	2	19	0	25.3	1	14	0
Mathematics	25.1	3	11	0	23.3	8	16	0	24.3	5	11	0
Science	26.8	3	11	0	25	4	18	0	25.4	3	12	0
Social Science	24.9	2	15	0	25.1	2	19	0	23.9	4	11	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

White Hill Schools Safety Plan is comprised of school a SEMS chart. Teachers and staff are familiar with their assignments.

We complete 5 comprehensive safety drills each year; evacuation/fire, duck and cover/earthquake, lockdown/intruder on campus, search and rescue, and student release drills. Our emergency container is checked and stocked on a yearly basis.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	9.4	32	.075	3.8	.02	.118
Expulsions	.2	0	0	.1	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

White Hill Middle school is in the beginning stages of a \$25m renovation that will begin in the summer of 2012 with the replacement of 15 portables that are in poor condition. The 16000 sq. ft. of portables are being replaced by 3 permanent buildings that will house the 7th and 8th grades and include new music and special education programs. The site will also remodel 2 rooms for art and some remodeling in the original building for the 6th grade program. A new gym is also scheduled to be built later in 2016.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer					
Interior: Interior Surfaces				X	Rooms in poor condition are being demolished summer 2012
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation					
Electrical: Electrical					
Restrooms/Fountains: Restrooms, Sinks/ Fountains					
Safety: Fire Safety, Hazardous Materials					

Structural: Structural Damage, Roofs			X		Rooms in fair condition oare being demolished in summer 2012
External: Playground/School Grounds, Windows/ Doors/Gates /Fences			X		Rooms in fair condition are being demolished in summer 2012
Overall Rating	LEA Provided	LEA Provided	LEA Provided	LEA Provided	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	33	35	32	115
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
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This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.5	
Social Worker	0	
Nurse	.2	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	2	
Other	1.5	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2010

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Good Quality, Holt Lit. and LA, 2003	YES	0%
Mathematics	Good Quality, Holt Math, 2008	YES	0%
Science	Good Quality, Focus on Earth Sci., Focus on Life Sci., Focus on Physical Science, 2007	YES	0%
History-Social Science	Good Quality, History Alive! - The Ancient World-2004, Medieval World and Beyond-2005, US Through Industrial Era-2005, A History of Us-1999	YES	0%
Foreign Language	Good Quality, Glencoe MacGraw Hill, 2000 Vuen Viaje, 1A & 1B	YES	0%
Health	Good Quality, McDougal Littell, 2001 Discovering French - Bleu	YES	0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Good Quality	YES	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,485	\$2,988	\$6,497	\$63,805
District			\$6,382	\$65,430
Percent Difference – School Site and District			1.8%	-2.5%
State			\$5,650	\$65,524
Percent Difference – School Site and State			13%	-2.7%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered

restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Categorical Programs: Federal

- **Title II:** Concentrates on upgrading the principals, teachers and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.
- **Title III:** Provides supplementary programs and services for Limited English Proficient students to enable them to meet grade level requirements.
- **Title IV:** Funds are to be used to carry out a comprehensive drug and violence prevention program, which will decrease drug abuse and violence among our students.
- **Title V:** Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services and instructional and media materials and to meet the needs of all students at-risk.
- **Special Education Program:** Ensures that all students with exceptional needs are appropriately identified, assessed and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

- **English Language Learner Program (ELL):** Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.
- **Gifted and Talented Education Program (GATE):** Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.
- **Tobacco Use Prevention Education (TUPE):** Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.
- **School Improvement Program (SIP):** Helps to meet the educational needs of all students as well as to support and sustain high quality professional development.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,025	\$41,183
Mid-Range Teacher Salary	\$67,358	\$63,647
Highest Teacher Salary	\$81,765	\$80,955

Average Principal Salary (Elementary)	\$94,108	\$102,400
Average Principal Salary (Middle)	\$126,071	\$106,158
Average Principal Salary (High)	\$0	\$124,133
Superintendent Salary	\$164,969	\$151,742
Percent of Budget for Teacher Salaries	42.00%	41.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11

English-Language Arts	80%	86%	87%	80%	84%	86%	49%	52%	54%
Mathematics	75%	75%	72%	80%	81%	81%	46%	48%	50%
Science	85%	91%	91%	86%	89%	89%	50%	54%	57%
History-Social Science	74%	80%	80%	74%	80%	81%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	86%	81%	89%	81%
All Students at the School	87%	72%	91%	80%
Male	82%	72%	93%	78%
Female	91%	72%	89%	83%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	89%	84%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	50%	41%	59%	35%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	89%	74%	94%	86%
Two or More Races	88%	56%	0%	0%
Socioeconomically Disadvantaged	71%	57%	83%	57%
English Learners	0%	0%	0%	0%
Students with Disabilities	51%	38%	71%	35%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	12.20%	29.90%	51.80%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	6	9	9

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	36	21	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	39	16	-6
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	573	914	1,516	922	4,683,676	778
Black or African American	8		19	836	317,856	696
American Indian or Alaska Native	0		1		33,774	733
Asian	19	939	57	951	398,869	898
Filipino	2		9		123,245	859
Hispanic or Latino	33	777	104	787	2,406,749	729
Native Hawaiian or Pacific Islander	2		3		26,953	764
White	493	925	1,275	933	1,258,831	845
Two or More Races	9		15	915	76,766	836

Socioeconomically Disadvantaged	63	840	163	826	2,731,843	726
English Learners	21	731	80	788	1,521,844	707
Students with Disabilities	85	740	223	790	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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		0

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

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.

Each year 3 days of professional development are offered to all teachers in the district.

White Hill Middle

School Accountability Report Card, 2010-2011

Ross Valley Elementary

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org