

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



Pioneer Valley High



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located 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. 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 school's contact information.

School		District	
<b>School Name</b>	Pioneer Valley High	<b>District Name</b>	Santa Maria Joint Union High
<b>Street</b>	675 Panther Dr.	<b>Phone Number</b>	805-922-4573
<b>City, State, Zip</b>	Santa Maria, CA 93454-9700	<b>Web Site</b>	<a href="http://www.smjuhsd.k12.ca.us">www.smjuhsd.k12.ca.us</a>
<b>Phone Number</b>	805-922-1305	<b>Superintendent</b>	Douglas Kimberly, Ed. D.
<b>Principal</b>	Dee Ringstead	<b>E-mail Address</b>	<a href="mailto:dkimberly@smjuhsd.org">dkimberly@smjuhsd.org</a>
<b>E-mail Address</b>	<a href="mailto:dringstead@smjuhsd.org">dringstead@smjuhsd.org</a>	<b>CDS Code</b>	42-69310-0102285

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

This section provides information about the school, its programs and its goals.

Pioneer Valley High School (PVHS) opened its doors in August, 2004. PVHS is the first high school to open in the Santa Maria Valley in 42 years. The school community, which includes staff, students and parents, has developed new traditions to establish the new school's culture. The Western Association of Schools and Colleges (WASC) Commission has accredited PVHS through June 30, 2014.

We offer a variety of programs to meet the varied needs of our students. These include AVID (Advancement via Individual Determination), FFA, MESA (Math, Engineering and Science Achievement), FBLA (Future Business Leaders of America), FLAMA (Future Leaders of America), CSF (California Scholarship Federation), and National Honor Society.

PVHS offers 12 Advanced Placement classes through the College Board.

PVHS has a very active Booster Club that supports academics, activities, and athletics. We welcome parents and community members to join us.

Sincerely,  
Dee Ringstead, Principal

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

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

**Contact Person Name:** Dee Ringstead

**Contact Person Phone Number:** 805-922-1305

Our School Site Council (SSC) always includes parent members, and it approves our Single School Plan for Student Achievement. In addition, we have an English Language Advisory Committee (ELAC) which has monthly meetings to address any issues our English Learner population may have. Spanish translators are available for all school meetings.

In both the fall and the spring, PVHS offers the Parent Institute for Quality Education (PIQE) to our ninth grade parents. This program offers nine weeks of parent training about the high school system. Classes are held in both English and Spanish.

## 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	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	803
Grade 3	0	Grade 10	666
Grade 4	0	Grade 11	619
Grade 5	0	Grade 12	609
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2697

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## 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	Group	Percent of Total Enrollment
African American	1.26%	White (not Hispanic)	9.38%
American Indian or Alaska Native	0.33%	Multiple or No Response	9.12%
Asian	0.67%	Socioeconomically Disadvantaged	65.00%
Filipino	3.67%	English Learners	19.00%
Hispanic or Latino	75.23%	Students with Disabilities	7.00%
Pacific Islander	0.33%	n/a	--

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

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	21	35	0	24.6	18	45	0	26.0	13	44	0
Mathematics	25.0	13	36	0	26.0	6	38	0	26.2	14	31	0
Science	24.5	11	23	1	26.1	8	26	0	28.4	2	31	0
Social Science	28.0	4	27	2	29.1	0	29	1	29.9	0	31	1

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## III. School Climate

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

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

Pioneer Valley High School-(PVHS) is dedicated to providing a safe and orderly learning environment. The PVHS Safety Plan has been developed with the assistance of the Santa Maria City Fire, Police Departments, Santa Barbara County Sheriff's Department, American Medical Response Ambulance Co. and SMJUHS D stakeholders to provide guidelines during a disaster or on site crisis. We believe that this document will help Pioneer Valley High School to better meet the needs of students, parents and staff in trying times. The Plan consists of, yet not limited to, monthly safety drills, crisis intervention for all students and staff, safety supervision, clearly articulated policies of suspension and expulsion all aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In order to ensure compliance, the Safety Plan requires updating and evaluation annually by March of each year.

### 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
<b>Suspensions</b>	9.3	4.3	7.5	7.0	4.7	8.0
<b>Expulsions</b>	3.3	2.2	2.7	2.3	2.3	2.7

Date School Safety Plan last reviewed: August 25, 2008

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## IV. School Facilities

### School Facility Conditions

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.

Pioneer Valley High School sits on 53.5 acres of property in the northeast section of the City of Santa Maria, and consists of:

Permanent Classrooms (6 computer labs) 90  
Portable Classrooms 31  
Restrooms 47

#### Athletic Facilities

Pool May 2008  
Gymnasium January 2005  
Football Field August 2004  
Stadium August 2005  
Baseball Fields Varsity/JV August 2004  
Softball Fields Varsity/ JV August 2004  
Tennis Courts (outdoor) August 2004  
Basketball Courts (outdoor) August 2004

#### Administration Building

Library Building  
500s Classrooms  
400s Classrooms  
300s Classrooms August 2004 6.5 years old

#### Gymnasium

Cafeteria Kitchen  
Cafeteria Dining Room  
200s J and G Building Classrooms January 2005 6 years old

Portable Classrooms 620-630 August 2005 5.5 years old  
Modular Classrooms 207-219 January 2006 4 years old  
Relocated Portable Classrooms 601-618 August 2006 3.5 years old

Pioneer Valley High School is a closed campus and has a controlled access plan in place. Locks, keys, gates, and doors are monitored and managed 24 hours a day, 7 days a week, 365 days a year.

Pioneer Valley High School is in excellent condition and the entire school is cleaned daily.

The Custodial Staff consists of 11 FTEs. The distribution is as follows:

2-days and weekends  
2-evenings and weekends  
7-evenings weekdays

There are also 2 FTE Maintenance  
3 FTE Grounds Maintenance  
Monday-Friday, Day shift.

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## Planned Improvements (School Year 2009-2010)

When this school opened in August 2004, there were major problems found with the construction of the school, including water intrusion at windows and doors and wet materials installed on the ceilings. Repairs have begun in one of the classroom buildings to replace windows and doors, with the balance of buildings to follow as soon as practical. Wood ceilings are planned to be replaced summer 2010. Repairs are funded from the settlement of the litigation.

## 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.

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

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

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: 10/25/09

Completion date of inspection form: 1/15/10

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## 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	105	102	101	298
<b>Without Full Credential</b>	2	3	3	12
<b>Teaching Outside Subject Area of Competence</b>	8	5	2	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
<b>Misassignments of Teachers of English Learners</b>	6	3	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	12	3	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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	98.3%	1.7%
<b>All Schools in District</b>	98.0%	2.0%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	98.0%	2.0%

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## 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	2.0	1,348
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	1.5	--
Social Worker	0.0	--
Nurse	1.0	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	--	--
Other	5.0	--

## VII. Curriculum and Instructional Materials

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

#### Textbook Information

This section provides 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.

All textbooks at PVHS are board-approved by the Santa Maria Joint Union High School District Board of Trustees. Textbooks are standards-based and up-to date. Textbooks are approved and purchased on a cyclical schedule from the district. Each student has access to his or her own textbook and instructional materials both in the classroom and to take home.



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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Not applicable.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	High Point	2004
English-Language Arts	Norton Intro to Lit	2005
English-Language Arts	Prentice Hall Literature	2004
English-Language Arts	South Western	1999
History-Social Science	Houghton Mifflin	2006
History-Social Science	Prentice Hall	2006
History-Social Science	Glencoe	2006
History-Social Science	Prentice Hall	2007
History-Social Science	McGraw Hill	2004
History-Social Science	McGraw Hill	2003
History-Social Science	McGraw Hill	2005
History-Social Science	McDougal Littell	2006
Mathematics	Thomson	2005
Mathematics	McDougal Littell	2003
Mathematics	Amsco	2006
Mathematics	Prentice Hall	2004
Mathematics	Houghton Mifflin	1992
Mathematics	McDougal Littell	2001
Mathematics	McGraw Hill	2008
Science	McGraw Hill	2007
Science	Glencoe	2004
Science	Holt Rinehart	2007
Science	Prentice Hall	2005
Science	McGraw Hill	2003

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## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned 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%

Textbook Information Collection Date: December, 2009

## 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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,307.64	\$1,336.18	\$4,971.46	\$67,635.00
District	n/a	n/a	\$5,911.58	\$70,761.00
Percent Difference – School Site and District	--	--	18.9%	4.6%
State	n/a	n/a	\$5,512.00	\$68,332.00
Percent Difference – School Site and State	--	--	10.9%	1.0%

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## 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.

Pioneer Valley High School receives funding from EIA/LEP, EIA-SCE, Title I and Title IV. Funds are used for teacher salaries, language assessors, technology upgrades, intervention supplies, Student Assistance Program, campus security, and support for School Site Council and English Language Advisory Committee. The school also receives funding for Language Instruction for Limited English Proficient and Immigrant Students through Title III.

Categorical funds provide remediation/intervention courses for students in English Language Arts, Math and California High School Exit Exam preparation. After school tutoring is also supported through Categorical Funds.

## 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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,637.00	\$42,810.00
<b>Mid-Range Teacher Salary</b>	\$71,894.00	\$69,375.00
<b>Highest Teacher Salary</b>	\$86,080.00	\$89,104.00
<b>Average Principal Salary (Elementary)</b>	\$0.00	\$0.00
<b>Average Principal Salary (Middle)</b>	\$0.00	\$120,314.00
<b>Average Principal Salary (High)</b>	\$129,210.00	\$126,901.00
<b>Superintendent Salary</b>	\$175,936.00	\$198,563.00
<b>Percent of Budget for Teacher Salaries</b>	39.3%	37.3%
<b>Percent of Budget for Administrative Salaries</b>	5.6%	5.2%

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## 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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	32%	32%	36%	31%	34%	37%	43%	46%	50%
Mathematics	16%	15%	23%	15%	20%	27%	40%	43%	46%
Science	28%	31%	39%	30%	35%	43%	38%	46%	50%
History-Social Science	20%	21%	31%	22%	25%	32%	33%	36%	41%

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	37%	17%	*	32%
American Indian or Alaska Native	40%	0%	*	36%
Asian	65%	35%	*	*
Filipino	36%	25%	50%	37%
Hispanic or Latino	33%	21%	34%	27%
Pacific Islander	*	*	*	*
White (not Hispanic)	57%	33%	63%	47%
Male	32%	23%	43%	36%
Female	40%	23%	35%	26%
Economically Disadvantaged	31%	20%	34%	26%
English Learners	5%	8%	3%	6%
Students with Disabilities	11%	19%	19%	1%
Students Receiving Migrant Education Services	26%	16%	22%	23%

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## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

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	41.2%	43.5%	41.7%	40.5%	45.1%	43.7%	48.6%	52.9%	52.0%
Mathematics	46.8%	54.1%	52.8%	50.1%	53.7%	56.9%	49.9%	51.3%	53.3%

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	58.3%	23.7%	17.9%	47.3%	40.1%	12.6%
African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	50.0%	25.0%	25.0%	33.3%	45.8%	20.8%
Hispanic or Latino	63.8%	22.2%	14.0%	50.8%	39.2%	10.0%
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	33.3%	26.7%	40.0%	32.0%	40.0%	28.0%
Male	63.1%	23.6%	13.3%	45.5%	40.3%	14.3%
Female	53.5%	23.9%	22.6%	49.2%	39.9%	10.9%
Economically Disadvantaged	63.9%	21.8%	14.3%	51.0%	38.4%	10.6%
English Learners	68.7%	19.3%	12.0%	51.2%	37.7%	11.1%
Students with Disabilities	89.7%	7.7%	2.6%	87.2%	10.3%	2.6%
Students Receiving Migrant Education Services	73.7%	18.4%	7.9%	60.5%	25.0%	14.5%

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## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. 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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	20.80%	25.80%	31.30%

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## 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 (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>.

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 at <http://www.cde.ca.gov/ta/tg/nr/>.

## 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
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



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## 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 (2009) 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 Learners	Students with Disabilities	English Learners
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

## 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 at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	4	5	4
Similar Schools	7	9	5

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## API 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	26	-3	9	693
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	-6	8	676
Pacific Islander	--	--	--	--
White (not Hispanic)	-5	0	42	784
Socioeconomically Disadvantaged	25	7	5	670
English Learners	69	-2	28	660
Students with Disabilities	83	21	8	488

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP 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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

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## 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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	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)	2.0	3.0	0.9	4.2	3.2	1.5	3.5	4.4	3.9
Graduation Rate	97.4	95.1	97.0	84.4	83.3	86.7	83.4	80.6	80.2

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## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	School	District	State
All Students	84%	78%	n/a
African American	2%	1%	n/a
American Indian or Alaska Native	1%	1%	n/a
Asian	1%	1%	n/a
Filipino	6%	3%	n/a
Hispanic or Latino	76%	48%	n/a
Pacific Islander	1%	0%	n/a
White	14%	22%	n/a
Socioeconomically Disadvantaged	47%	30%	n/a
English Learners	14%	12%	n/a
Students with Disabilities	4%	0%	n/a

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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## Agriculture:

Agricultural Science 1  
Animal Science  
Agricultural Mechanics  
Advanced Agricultural Mechanics  
Ornamental Horticulture

## Business:

Survey of Business  
Computer Applications 1  
Computer Applications 2  
Student Store

## Home Economics:

Food/Nutrition  
Advanced Food/Nutrition  
Marriage & Family  
Child & Family  
Developmental Psychology of Children

## Industrial Technology:

Survey of Industrial Arts & Technology  
Small Gas Engines  
Advanced Small Gas Engines  
Electronics  
Architectural Drawing 1  
Architectural Drawing 2  
Product Design

There are no established regional occupational programs at Pioneer Valley High School. PVHS students do attend the other schools in the district for ROP classes.

Dr. Kathy Frazier, Assistant Superintendent of Curriculum and Instruction, is the district's career technical advisory committee representative. Currently, there are no industries represented.

## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	78
Percent of pupils completing a CTE program and earning a high school diploma	99.3%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42.0%

## Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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UC/CSU Course Measure	Percent
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	49.3%
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	23.4%

## Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
<b>Computer Science</b>	--	--
<b>English</b>	2	--
<b>Fine and Performing Arts</b>	--	--
<b>Foreign Language</b>	2	--
<b>Mathematics</b>	2	--
<b>Science</b>	2	--
<b>Social Science</b>	4	--
<b>All Courses</b>	12	19.8

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The site establishes staff development needs by reviewing student test results. Schoolwide goals are aligned with the district goals established in the Local Education Agency Plan (LEAP). These goals are included in the Single School Plan for Student Achievement. Teachers can apply to attend conferences and training that align with the school's goals. The district has focused Professional Development activities on developing Common Formative Assessments and developing appropriate assessments and instructional techniques. Professional Learning Communities serve as the framework for all professional trainings.

### Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
<b>Annual number of school days dedicated to staff development</b>	3	3	3