



# Vine Street Community Day

140 South C St. • Porterville, CA 93257 • (559) 782-6650 • Grades 7-12  
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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
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#### District Governing Board

Hayley Buettner  
Pete Lara, Jr.  
Pat Contreras  
Sharon Gill  
David DePaoli  
Richard Morris  
Lillian Durbin

#### District Administration

John Snavelly, Ed.D.  
**Superintendent**

Ken Gibbs, Ed.D.  
**Assistant Superintendent  
Business Services**

Dr. Martha Stuemky  
**Assistant Superintendent  
Instructional Services**

Nate Nelson, Ed.D.  
**Assistant Superintendent  
Human Resources**

### About the SARC

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (559) 782-6650.

### Principal's Message

Students that attend Vine Street Community Day School receive personalized instruction. In this setting, the academic instruction is designed as an individualized education program developed for each student based on his/her academic and social needs. By utilizing a variety of learning modalities, students' learning potential is maximized. Emphasis is placed upon the development of social as well as academic achievement. This knowledge-base is essential for students to master, allowing successful return to the traditional instructional setting.

### Mission Statement

At Vine Street Community Day School, we believe every student has the right to a safe and quiet learning environment. Therefore, we have an obligation to create an environment in which students have the best opportunity to learn, and an obligation to counsel those who are not serious about their education. We also believe that open and honest communication between school and home is important in assuring a student's success at Vine Street Community Day School.

### Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Vine Street Community Day School serves students in grades seven through twelve on a traditional calendar schedule. Curriculum is based on meeting the needs of students through a variety of teaching styles, integrating the curriculum when appropriate, and incorporating technology whenever possible. Special emphasis is placed on cultural awareness. Diverse literature selections and various multicultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2010-11 school year, 24 students were enrolled at the school. Student demographics are displayed in the chart. Please interpret demographic data with caution. Vine Street Community Day School is an alternative educational program, and as such experiences extreme fluctuation in student enrollment throughout the year.

## Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. Students are strongly encouraged to volunteer in community activities and organizations, such as the Police Activities League and local churches.

The Parent Teacher Association (PTA) plays an active role in the community through fundraising and special activities. Parents and guardians are always welcome on the Vine Street Community Day School campus and can support their child's learning environment by:

- Monitoring school attendance
- Participating in extra-curricular activities
- Monitoring and regulating television viewing
- Volunteering at school
- Planning and participating in activities at home that are supportive of classroom activities
- Participating in decision-making processes by attending School Site Council meetings.

## Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-6650. The district's website ([www.porterville.k12.ca.us](http://www.porterville.k12.ca.us)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	2
Gr. 9	1
Gr. 10	2
Gr. 11	2
Gr. 12	3
<b>Total</b>	<b>10</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian/Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	90.0
English Learners	70.0
Students with Disabilities	0.0

## School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of Vine Street Community Day School. Teachers supervise students on campus before and after school, while noon-duty supervisors monitor students during the lunch break. Visitors are limited to parents only, who must sign in at the Principal's office and receive proper authorization to be at the school. Visitors are asked by the staff to display their pass at all times.

The School Site Safety Plan was most recently revised in fall 2011 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and secure campus drills are conducted once each year.

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	6	5	3	4	3	4	0	0		0	0	
Math	6.5	7	2	4	2	5	0	0		0	0	
Science	3	0	1	2	0	5	0	0		0	0	
SS	5.8	5.3	2	4	3	5	0	0		0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	337.5	153.33	72.73
Expulsions Rate	0.00	0.00	0.00
District	10-11	11-12	12-13
Suspensions Rate	11.96	11.83	7.97
Expulsions Rate	1.03	0.14	0.17

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 09/28/2011

Vine Street Community Day School was originally constructed in 1998 and expanded in the summer of 2004 to include a new classroom. The campus is currently comprised of three classrooms (including portables), a library, one computer lab, a garden, and one athletic field.

Since the school's opening, its students have assisted in the maintenance and cleaning of the school grounds as part of their respective rehabilitation plans, adding to their community service requirement of 20 hours. Renovations to the campus occur regularly due to student projects. A reading sanctuary has been added to the school's garden and a shed to house tools and supplies for the garden was constructed.

The students have also added horseshoe pits to the grounds for extracurricular recreation. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2011.

#### Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

#### Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Grounds/athletic fields - Missing receptical cover.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	South Room - Broken ceiling tile.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	3	3	2
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	563
Without Full Credential	♦	♦	4

#### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

#### Core Academic Classes Taught by Highly Qualified Teachers

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* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	98.2	1.8
Low-Poverty Schools	0.0	0.0

\* 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.

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,847	\$404	\$16,443	\$74,453
District	♦	♦	\$6,336	\$69,248
State	♦	♦	\$5,537	\$68,841
Percent Difference: School Site/District			159.5	7.5
Percent Difference: School Site/ State			197.0	8.2

\* **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 webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](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: [www.ed-data.org](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 instructional 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:** December 2011

Porterville Unified School District held a Public Hearing on September 6, 2011 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in December 2011, regarding textbooks in use during the 2011-12 school year.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
<b>Reading/Language Arts</b>	Glencoe/McGraw Hill Adopted 2000	
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	Globe Book Company Adopted 1999
		MacMillan/McGraw Hill Adopted 1999
		McDougal Littell Adopted 2005

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,106	\$40,933
Mid-Range Teacher Salary	\$63,598	\$65,087
Highest Teacher Salary	\$82,129	\$84,436
Average Principal Salary (ES)	\$123,392	\$106,715
Average Principal Salary (MS)	\$114,481	\$111,205
Average Principal Salary (HS)	\$124,594	\$120,506
Superintendent Salary	\$155,487	\$207,812
Percent of District Budget		
Teacher Salaries	38.9%	39.8%
Administrative Salaries	4.0%	5.1%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>Addison-Wesley Adopted 2003</p> <p>Brooks/Cole Adopted 2001</p> <p>CPM Educational Adopted 1999</p> <p>McDougal Littell Adopted 2006</p>	
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>Glencoe Adopted 2004</p> <p>McDougal Littell Adopted 2006</p> <p>Prentice Hall Adopted 2009</p> <p>Thomson Learning Adopted 2002</p>	
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0.0%</p>	<p>Glencoe Adopted 1999</p> <p>McDougal Littell Adopted 2006</p> <p>McGraw-Hill Adopted 1999</p> <p>Prentice Hall Adopted 1999</p>	

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	7	6	12	42	45	42	54	56	55
Math				41	44	41	49	50	50
Science			8	44	44	44	57	60	59
H-SS	7	8	14	35	37	36	48	49	49

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	42	41	44	36
All Student at the School	12		8	
Male	15			
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12		8	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	12		8	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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.

### 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 webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	B		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

### 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide			
Similar Schools			

### Federal Intervention Program (School Year 2013-14)

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 webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students API-G		10,065 742 4,655,989 790
Black or African American	Students API-G		41 742 296,463 708
American Indian or Alaska Native	Students API-G		233 683 30,394 743
Asian	Students API-G		180 815 406,527 906
Filipino	Students API-G		93 820 121,054 867
Hispanic or Latino	Students API-G		7,923 735 2,438,951 744
Native Hawaiian/Pacific Islander	Students API-G		26 655 25,351 774
White	Students API-G		1,452 775 1,200,127 853
Two or More Races	Students API-G		94 758 125,025 824
Socioeconomically Disadvantaged	Students API-G		8,452 730 2,774,640 743
English Learners	Students API-G		3,765 689 1,482,316 721
Students with Disabilities	Students API-G		579 494 527,476 615

### 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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	No
Met Graduation Rate (if applicable)	N/A	No