

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

Executive Summary School Accountability Report Card, 2008-09

Fallbrook High School

Address: 2400 South Stage Coach Lane, Fallbrook CA 92028
Principal: Rod King

Phone: 760-723-6300
Grade Span: 9 - 12

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

About This School

Fallbrook High School, established in 1893, is the single comprehensive high school located within the 350+ square mile Fallbrook Union High School District. Fallbrook is the second oldest high school in San Diego County and is ideally situated between Los Angeles and San Diego. Fallbrook High serves a predominantly agricultural community that includes Fallbrook, Bonsall, Vallecitos, the Pala Indian Reservation and Fallbrook Naval Weapons Station and portions of the Camp Pendleton Marine Corps Base. In recent years the Fallbrook community, like the nation, has been hit hard by the struggling economy. Construction has slowed down, real property values have decreased severely and unemployment is up. These factors have played a large part in declining enrollment recently experienced by the district. The Fallbrook Union High School District continues to develop and review the Ten Year Master Plan of district needs.

Fallbrook High School, as reflected in October 2008 CBEDS, has a population of 2941 students.

Student Enrollment

Group	Percent
African American	2.35 %
American Indian or Alaska Native	1.26 %
Asian	1.70 %
Filipino	1.12 %
Hispanic or Latino	46.45 %
Pacific Islander	0.54 %
White (not Hispanic)	41.72 %
Multiple or No Response	4.86 %
Socioeconomically Disadvantaged	38.00 %
English Learners	23.00 %
Students with Disabilities	9.00 %
Total Number of Students	2941

Teachers

Indicator	Teachers
Teachers with full credential	121
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	45.86%
Mathematics	17.88%
Science	40.08%
History-Social Science	29.23%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	751
Statewide Rank (from 2008 Base API Report)	6
2009-10 Program Improvement Status (PI Year)	In PI, year 1

School Facilities Inspection performed on October 26, 2009

Summary of Most Recent Site Inspection

- Some interior areas in need of painting
- Some interior areas in need of flooring replacement
- Some buildings are in need of exterior paint
- Gymnasium doors are in need of repair and locking mechanism replacement

Repairs Needed

- Numerous HVAC units need major repairs
- Electrical system in need of upgrades to mains and distribution equipment
- Buildings require varying amounts of roof repair
- Landscaping improvements are required for pedestrian safety
- Fire alarm system needs upgrade and retrofit

Corrective Actions Taken or Planned

- Outside contractor was hired to pressure wash concrete areas
- Numerous HVAC components have been replaced
- HVAC preventive maintenance schedule was implemented
- Roof repair and replacement schedule being compiled
- A complete replacement of the natural gas distribution main was completed
- HVAC automation system with compatible thermostats to be installed
- Modified the districts billing plan from the utility provider
- The district purchased maintenance equipment to prolong life of stadium turf
- The district will hire a fire alarm consultant and follow their recommendations
- Ongoing campus wide door repairs will continue
- Implementation of the 2008 preventative maintenance study recommendations will continue

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	60%
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,946.68
District	\$4,789.36
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	94.3%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	55.63
Graduates Who Completed All Courses Required for University of California or California State University Admission	30.6

NAEP Reading, Grade 4

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

NAEP Reading, Grade 8

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

NAEP Mathematics, Grade 4

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

NAEP Mathematics, Grade 8

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

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Fallbrook High	District Name	Fallbrook Union High
Street	2400 South Stage Coach Ln.	Phone Number	760-723-6332
City, State, Zip	Fallbrook, CA 92028	Web Site	www.fuhisd.net
Phone Number	760-723-6300	Superintendent	Dale Mitchell
Principal	Rod King	E-mail Address	dmitchell@fuhisd.net
E-mail Address	rking@fuhisd.net	CDS Code	37- 68122- 3732179

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

Fallbrook High School, established in 1893, is the single comprehensive high school located within the 350+ square mile Fallbrook Union High School District. Fallbrook is the second oldest high school in San Diego County and is ideally situated between Los Angeles and San Diego. Fallbrook High serves a predominantly agricultural community that includes Fallbrook, Bonsall, Vallecitos, the Pala Indian Reservation and Fallbrook Naval Weapons Station and portions of the Camp Pendleton Marine Corps Base. In recent years the Fallbrook community, like the nation, has been hit hard by the struggling economy. Construction has slowed down, real property values have decreased severely and unemployment is up. These factors have played a large part in declining enrollment recently experienced by the district. The Fallbrook Union High School District continues to develop and review the Ten Year Master Plan of district needs.

After a series of conferences, presentations, professional development, and school-wide discussions, Fallbrook Union High School has become a data driven organization. As a staff, we are committed to gathering data regarding academics, behavior, and attitude and using this information to influence programs and services. Our current efforts focus on refining our data gathering, interpreting data to improve instruction, and making data more accessible for all stakeholders. This shift to data driven decision-making has developed in tandem with the move towards standards based learning. In the context of these changes, the curriculum for all core classes has shifted to college preparatory, allowing all students access and opportunity to academic rigor, and the staff has begun conversation and implementation for our Response to Intervention.

Intervention Programs

Currently, all freshman and sophomores who are far below basic in the English Language Arts portion of the California Standards Test are placed into a blocked English class using the research based Read 180 program. Those students who are testing at below basic are enrolled in P English 9 and a Strategic English support class. In the math department, students scoring at far below basic are enrolled in both a Pre-Algebra course and a Strategic Math support course for their freshman year. Students scoring at below basic as 8th graders are placed into two period math program with P Algebra and Strategic Algebra support course. In addition, at the seven week progress report, freshmen who have the skills to succeed but who have chosen not to be successful in an academic environment will be placed into a Freshman Advisory course in lieu of their elective. During this course, students will have a credentialed teacher and the support of peer mentors, trained by the Link Crew Program. The freshmen will learn study skills, team building skills, organizational skills, and accountability and self-advocacy in order to become more successful students and to feel connected to Fallbrook Union High School.

Pacing Guides and Benchmarks

All core departments are in varying stages of updating pacing guides and benchmark assessments. Staff members are consistently doing this work throughout the school year in conjunction with members of the San Diego County Office of Education. In addition, common course assessment data is being analyzed with the goal of being able to identify and share effective teaching practices.

English Language Learners Reorganization

With the creation of the EL Coordinator, Fallbrook Union High School has begun to restructure the ELD department and the placement of students. For the 2009-2010 school year, we have added two new transitional courses in the English department and have additional sections in all transitional courses, allowing more students access to this support. In addition, both the EL Coordinator and Department Chair have opened communication and provided more information to the staff regarding general information and specific information for individual students. Throughout the school year, we will continue to place an emphasis on this student population.

Fallbrook Union High School District

A model in Educational Excellence

Our Mission

The Fallbrook Union High School District, in partnership with the parents and community, offers all students educational opportunities that enable them to function effectively as citizens, life-long learners, consumers, and workers in a global society.

Our Vision

The Fallbrook Union High School District will create a national model of educational excellence, which will meet the educational needs and aptitude of every student.

FALLBROOK HIGH SCHOOL

Site Mission Statement

The Fallbrook High School staff recognizes that education requires the collaboration of students, educators, family networks, and community members. Together we share the responsibility to pursue academic and Career Technical rigor and excellence through standards-based instruction, curriculum and assessment in a safe learning environment that will increase achievement for all students.

Vision Statement

Fallbrook High School will encourage and prepare all students to become self-directed learners, effective communicators, and responsible adults. It is also our expectation that our students will develop innovative and critical thinking skills that enhance their contribution to society.

Fallbrook High School Goals

Provide a high school education where all students experience:

- Standards-based **Differentiated Instruction** that encourages higher order thinking skills, active participation of students, and collaborative work
- Standards-based **Curriculum that is rigorous**, relevant, and enriching
- Standards-based Assessment that utilizes both formative and summative assessments based upon common **benchmarks**
- The **use of data** in order to impact instructional strategies, curriculum materials and resources as well as assessment
- **Expected School-wide Learning Results** (ESLRs) that are clearly articulated, understood, and connected to Instruction, Curriculum, and Assessment
- Relationships that are meaningful and an environment where **character development** matters
- Extracurricular and athletic opportunities that invigorate the high school years

Expected School wide Learning Results (P.R.I.D.E.)

Fallbrook High School Students are:

Productive and Healthy Individuals: All students will have opportunities to study and experience creative achievements in dance, music, art, drama, literature, and in the Career Technical arts. In addition, all students will be encouraged to maintain healthy and respectful personal relationships as well as participate in physical fitness activities.

Responsible Citizens: All students will learn to be law-abiding, contributing members of society. They will demonstrate accountability, responsibility, compassion, charity, and respect for others.

Innovative with Technology: All students will develop and demonstrate technical skills useful in Career Technical fields (Industry Standards) and/or higher education

Determined Learners: All students will acquire the knowledge to be self-directed, independent learners who can think and reason logically, perform computation skills, and solve problems for everyday living.

Effective Communicators: All students read, write, speak, and listen reflectively and critically.

The FHS ESLR's help FHS students take **PRIDE** in their school and in their accomplishments.

Opportunities for Parental Involvement (School Year 2008-09)

Name	Administration Contact	Parent/Teacher Contact
School Site Council (SSC)	Rod King, Principal x-3102	Mary Moore x-3103
Parent Teacher Student Association (PTSA)	Rod King, Principal, x-3102	Pam Yankee x-3103
Curriculum Advisory Committee	Jim Yahr, Asst. Superintendent, x-6494	
English Learner Advisory Committee (ELAC)	Adam Dawson, Assistant Principal x-3112	Angelina Reiman x- 3121
Family Life Committee	Jim Yahr, Asst. Superintendent, x-6494	Debbie Schafnitz, x-2401
GATE Parent Advisory Committee	Nicole Miller, Assistant Principal x-3201	Connie Fellios x-3110
Migrant Education	Nicole Miller, Assistant Principal x-3201	Mary Gonzales x-2092
Parent/Teen Project	Adam Dawson, Assistant Principal x-3115	
School Safety Committee	Kim Gage, Assistant Principal x-3117	
Agriculture (AG) Booster Program		Doug Sehnert x-2509
Associated Student Body (ASB)	Josh Way, ASB Director x-3501	
Athletic Booster Programs	Patrick Walker, Athletic Director x-3610	
Band Booster Program		Amy Thomas, Band Director x-2301
Choral Booster Program		Heather Smith, Choral Director x-2302
WASC Focus Groups	Rod King, Principal X-3102	Steve Kettering, WASC Coordinator x-2138
Wellness Advisory Committee	Jim Yahr, Asst. Superintendent, x-6494	

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

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	850
Grade 10	742
Grade 11	680
Grade 12	669
Ungraded Secondary	0
Total Enrollment	2941

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	2.35 %
American Indian or Alaska Native	1.26 %
Asian	1.70 %
Filipino	1.12 %
Hispanic or Latino	46.45 %
Pacific Islander	0.54 %
White (not Hispanic)	41.72 %
Multiple or No Response	4.86 %
Socioeconomically Disadvantaged	38.00 %
English Learners	23.00 %
Students with Disabilities	9.00 %

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	25.4	60	30	41	27.0	46	33	40	29.4	22	36	47
Mathematics	26.1	37	35	32	28.0	28	25	36	29.5	9	44	33
Science	28.5	14	33	23	29.7	6	41	19	30.0	3	56	11
Social Science	29.4	10	29	34	31.3	6	23	39	33.7	2	9	51

III. School Climate

School Safety Plan (School Year 2008-09)

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

The Fallbrook Union High Disaster Preparedness Plan was adjusted to meet the needs of the 2009/2010 school year and is posted on the web site. The plan was originally written and reviewed by the safety committee and FUHSD School Site Council during the 2007/2008 school year. The new 3 in 1 Fire/Safety Drill was conducted in the fall and incorporated a "Lock Down", "Duck and Cover" and Fire Drill all in one. Another fire drill will occur in the Spring. The new School Site Safety plan was presented to the FUHSD School Board in March of 2009.

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.4	15.1	17.8	7.2	17.5	18.8
Expulsions	1.8	1.8	1.0	1.8	1.8	1.0

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Fallbrook High School provides an excellent environment for learning, one that is safe, clean and efficient. The FHS campus is maintained by the District Maintenance and Custodial Staff. The District has adopted the A-Service cleaning standard and schedule. FHS provides a safe and secure environment for students and staff. The campus is monitored by seven campus supervisors with assistance from four assistant principals, the school principal and through the use of twenty-eight on site digital cameras. FHS consists of 63 buildings divided into 120 classrooms, a library, two gyms, a multipurpose room, administrative offices, a cafeteria and snack area, boys and girls locker rooms, weight rooms, counseling offices, supply rooms, a book room and reprographics center among other facilities.

The main campus was built in 1956 with additional construction performed over the following 4 decades. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A Work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2009 a complete replacement of the natural gas distribution main was completed. Energy conservation upgrades continued along with installation of internet compatible thermostats and modification to the districts billing plan from the utility provider. A preventive maintenance program was instituted for all HVAC equipment. The district purchased turf maintenance equipment for the stadium. A landscaping master plan was begun with phased completion over the next two years. An outside contractor was hired to pressure wash many areas on campus to remove gum. A plan for replacement and/or repair of building roofs was conceptualized and will be actualized in 2010.

The most recent school facility inspection was performed on October 26, 2009. No complaints regarding facilities were filed in the 2008-2009 school year.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Natural Gas Distribution system	X				Main distribution piping was replaced in July 2009
HVAC Systems		X			Preventative maintenance performed in during October – December 2009
Interior: Interior Surfaces		X			Surfaces are aged, but well maintained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Facilities are aged, but well maintained
Electrical: Electrical			X		Main electrical distribution system needs of routine repairs. Implementation of 2008 preventative maintenance study recommendations will continue
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Continue with repair/replacement of restroom fixtures as needed
Safety: Fire Safety, Hazardous Materials			X		District will hire a fire alarm consultant and follow their recommendations
Structural: Structural Damage, Roofs			X		Some percentage of buildings need roof repairs which will be accomplished as needed
External: School Grounds, Windows/ Doors/Gates/Fences		X			Equipment is aged but well maintained
Overall Rating		X			District assets are for the most part well maintained; facilities require maintenance in accordance with their age.

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	121	124	121	132
Without Full Credential	9	4	4	4
Teaching Outside Subject Area of Competence	11	11	0	2

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	12	6	1
Total Teacher Misassignments	23	10	1
Vacant Teacher Positions	0	0	1

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.8	2.2
All Schools in District	92.9	7.1
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	49.1	50.9

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	6.0	490
Library Media Teacher (Librarian)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Library Media Services Staff	1.0	

VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	<p>Name/Publisher/Approval</p> <p>Literature & Language Arts Blue/Holt/2004 Literature & Language Arts Aqua/Holt/2004 Literature & Language Arts Gold/Holt/2004 Literature & Language Arts Purple/Holt/2004 The English Tradition, Prentice Hall 2008 Visions Green, Thomson & Heinle 2004 Visions Red, Thomson & Heinle 2004 Visions Blue, Thomson & Heinle 2004 Visions Purple, Thomson & Heinle 2004 Writer's Choice Blue/Glencoe/1999 Writer's Choice Gold/Glencoe/1999 Writer's Choice Green/Glencoe/1999 Writer's Choice Red/Glencoe/1999 Perrine's Sound & Sense, Thomas/Wadsworth 2008 Perrine's Story and Structure, Rosenberg 2006 Prentice Hall Literature Gold 2002 Prentice Hall Literature Platinum 2002 Prentice Hall Literature, World Masterpieces, Pearson-Prentice Hall, 2008 The Writer's Options, Addison Wesley 2006 Short Prose Reader, McGraw Hill 2006 Norton anthology of Poetry, W W Norton 2003 Sound and Sense, Thomas Wadsworth/McDougal Littell 2008 Mythology, Little Brown & Company, 2009 Grammar Sense 1, 2 & 3 2004 Grammar in Context 3 2001 READ 180 Enterprise Scholastic 2005 SRA Corrective Reading, McGraw-Hill 2008</p>

Mathematics	Name/Publisher/Approval Algebra Readiness, Holt, 2008 Algebra Concepts, Skills and Problem Solving, Glencoe, 2009 Algebra Structure and method Book 1, McDougal Littell, 2009 Geometry Concepts and Skills, McDougal Littell, 2009 Geometry, McDougal Littell, 2009 Geometry, Houghton Mifflin, 2008 Algebra Trigonometry and Structure and Method book 2, McDougal Littell, 2009 Algebra and Trigonometry, Pearson/Prentice Hall, 2008 Pre-Calculus, Pearson/Prentice Hall, 2009 Calculus I with Pre-Calculus, Houghton Mifflin, 2007 Calculus 7 th Edition, Houghton Mifflin, 2008 Elementary Statistics, Pearson Learning, 2008
Science	Name/Publisher/Approval Biology, Glencoe McGraw Hill 2008 Biology, AP Edition, Pearson-Benjamin 2008 Biology Concepts & Application, Thomas/Brooks/Cole 2008 Chemistry Principles and Reactions, (Thomson/Brooks/Cole) 2006 Conceptual Physics, Pearson-Prentice Hall 2008 Earth Science, McDougal Littell 2008 Fundamentals of Physics, John Wiley and Sons 2008 Introduction to the Human Body (the Essentials of Anatomy and Physiology), John Wiley and Sons 2008 Modern Lifestock & Poultry Production, Delman/Cengage Learning 2009 Physics Principles with Applications 2008 World of Chemistry, McDougal Littell 2008
History-Social Science	Name/Publisher/Approval Modern World History/McDougal Littell/2007 History of the Modern World, McGraw Hill 2006 World History-Pacemaker, Globe Fearon 2006 The Americans, McDougall Littell 2007 American Pageant, Houghton Mifflin 2007 United States History-Pacemaker, Globe Fearon 2006 Economics, Principles in Action/Prentice Hall/2007 Economics-Pacemaker, Globe Fearon 2006 Magruder's American Government/Prentice Hall/2007 American Government-Pacemaker, Globe Fearon 2006 American Government: Inst & policies, DC Heath 2002 Gov'.t in America, People, Politics & Policy, Pearson 2007
Foreign Language	Name/Publisher/Approval Abriendo Puertas, Vol. 1, McDougal Littell 2002 Abriendo Puertas, Vol. 2, McDougal Littell 2002 Preparing for the Lang. Exam Prentice Hall/Pearson 2006 Galeria-de Arte y Vida, Glencoe McGraw-Hill 2001 Discovering French 1, McDougal Littell 2000 Discovering French 2, McDougal Littell 2000 Discovering French 3, McDougal Littell 2000 En Bonne forme, Houghton Mifflin 2004 Anthology of Advanced Placement French Literature 2004 Exam, Wayside 2004 En bonne forme – workbook, Houghton Mifflin 2004 A Basic Course in ASL, T. J. Publishers 2006 Intermediate Conversational Sign Language, Gallaudet University Press 2006 Conversational Sign Language, Gallaudet University Press 2006 En Espanol Uno, McDougall Littell 2000 En Espanol Dos, McDougal Littell 2000 En Espanol Tres, McDougal Littell 2000 Nuestro Mundo, Heath/McDougal Littell 2001
Health	Lifetime Health/Holt/2004

Visual and Performing Arts	Name/Publisher/Approval The Visual Experience, Davis Publications, 2008 The Art of Movie Making: Script to Screen, Prentice Hall 2007 Art History, Prentice Hall 1999 Art Talk, Glencoe 2000 Music in Theory and Practice, McGraw Hill 2006
Science Laboratory Equipment (grades 9-12)	Science Laboratory equipment is available for students enrolled in the laboratory science courses offered at the school.

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,681.54	\$1,734.86	\$4,946.68	\$73,338
District	N/A	N/A	\$4,789.36	\$69,754
Percent Difference – School Site and District	N/A	N/A	3.1%	4.9%
State	N/A	N/A	\$5,512.00	\$66,335.00
Percent Difference – School Site and State	N/A	N/A	-10.3%	9.5%

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.

In 2008-2009, the total operating costs of the FUHSD were \$27,216,841.78. This amount was derived from funds received from general education, special education, and for federal, state, and local projects. Funds were also received from the CA state lottery. These funds were spent for classroom related activities, such as teachers, instructional aides, books supplies, equipment, as well as district support services, school administration, district administration, transportation, maintenance, and operations. Special categorical revenue was received for the following programs: Title 1, Title III, Title V, 10th Grade Counseling, EIA/LEP, GATE, Arts, Music & PE, School Safety & Violence Prevention, Agriculture and School Library.

Supplemental services provided to students at FHS include, but are not limited to:

- CAHSEE Test Prep Classes
- Math Remediation Classes
- English/LA Remediation
- READ 180 Reading Remediation
- SIA After School Tutorial Program
- The Learning Center-credit recovery
- ELD Support classes
- SRA Reading Classes
- Palomar College Placement Testing
- College and Financial Aid Counseling
- Palomar Family Counseling
- ASSETS After School Program

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,675	\$41,427
Mid-Range Teacher Salary	\$69,559	\$65,758
Highest Teacher Salary	\$86,001	\$85,310
Average Principal Salary (Elementary)	n/a	n/a
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	\$106,067	\$114,010
Superintendent Salary	\$180,000	\$145,785
Percent of Budget for Teacher Salaries	36.90 %	36.70 %
Percent of Budget for Administrative Salaries	6.30 %	6.30 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	45	48	53	43	46	51	43	46	50
Mathematics	20	23	27	19	22	26	40	43	46
Science	33	39	47	31	38	45	38	46	50
History-Social Science	34	38	48	30	35	46	33	36	41

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	53	13	40	57
American Indian or Alaska Native	41	14	*	38
Asian	63	45	57	53
Filipino	64	41	*	55
Hispanic or Latino	37	19	31	33
Pacific Islander	*	*	*	*
White (not Hispanic)	70	35	67	64
Male	49	30	53	55
Female	57	24	41	40
Economically Disadvantaged	42	24	29	29
English Learners	12	10	11	10
Students with Disabilities	21	10	22	24
Students Receiving Migrant Education Services	28	15	20	24

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

California High School Exit Examination Results

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 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 CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA 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	59.8	59.3	60.1	58.6	59.3	58.6	48.6	52.9	52.0
Mathematics	55.4	55.5	55.4	54.4	55.3	54.1	49.9	51.3	53.3

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.

California High School Exit Examination 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			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	39.9	27.8	32.3	44.6	36.7	18.7
Male	44.1	27.6	28.3	38.4	38.7	22.9
Female	35.5	27.9	36.5	51.2	34.6	14.3
African American	46.7	26.7	26.7	73.3	13.3	13.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	21.4	42.9	35.7	42.9	28.6	28.6
Filipino	*	*	*	*	*	*
Hispanic or Latino	56.0	25.7	18.3	55.2	35.8	9.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	17.8	30.7	51.5	28.2	40.7	31.1
English Learners	73.2	20.2	6.6	69.2	28.5	2.3
Socioeconomically Disadvantaged	60.0	23.2	16.8	59.1	33.5	7.5
Students Receiving Migrant Education Services	62.5	20.8	16.7	63.3	30.8	5.8
Students with Disabilities	76.5	13.7	9.8	82.4	13.7	3.9

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.

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	16.5	25.2	40.7

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	6	6	6
Similar Schools	6	4	5

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

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

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

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

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-5	13	24	751
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	1	23	27	685
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	-14	19	27	823
Socioeconomically Disadvantaged	-17	28	57	697
English Learners	12	1	27	639
Students with Disabilities	-28	88	22	542

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

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

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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 [General Admissions Information](#) Web page (Outside Source).

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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	2.1	1.2	1.7	2.7	2.9	3.0	3.5	4.4	3.9
Graduation Rate	91.6	93.0	94.3	90.7	86.9	91.0	83.4	80.6	80.2

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	Graduating Class of 2009		
	School	District	State
All Students	91.51%	90.26%	N/A
African American	93.33%	88.24%	N/A
American Indian or Alaska Native	100.0%	100.00%	N/A
Asian	85.71%	77.78%	N/A
Filipino	100.00%	100.00%	N/A
Hispanic or Latino	83.91%	82.59%	N/A
Pacific Islander	75.00%	60.00%	N/A
White (not Hispanic)	96.55%	95.97%	N/A
Socioeconomically Disadvantaged	82.87%	82.04%	N/A
English Learners	59.26%	57.78%	N/A
Students with Disabilities	67.31%	64.41%	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

During the 08-09 school year 308 12th grade students completed a CTE program of the 308 students, 306 or 99.4 % earned their high school diplomas.

There were 1235 students in grades 9-12 who completed at least one CTE class during the 08-9 school year. Articulation agreements with community colleges exist in Child Development, Fashion Merchandizing, and Cabinet Making. Articulation agreements with Palomar College are being developed for Welding Technology and Automotive Technology. Representatives from the college will meet with the respective CTE teachers as well as with the relevant advisory committees to identify the essential skills students must demonstrate in order to receive advanced placement at the college.

Students continue to demonstrate mastery of CTE skills by being encouraged to participate in events and competition such as Agriculture Leadership Activities, and Skills USA. Equipment and instructional materials are purchased to keep the CTE programs up-to-date with industry standards and to cause a seamless transition to advanced training at community college by developing settings that have similar tools and instructional design.

All students in CTE classes will prepare electronic portfolios of their work. Technology is being emphasized in all classes, especially in the Industrial Arts of Metal, Auto and Wood. Emphasis is being placed on technical writing and reading.

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 the school's pupils participating in CTE	1235
Percent of the school's pupils completing a CTE program and earning a high school diploma	55.6
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	45.5

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 CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65.8
Graduates Who Completed All Courses Required for UC/CSU Admission	30.6

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 CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English	2	3.50
Fine and Performing Arts	2	2.34
Foreign Language	2	2.58
Mathematics	1	.98
Science	2	2.68
Social Science	3	6.76
All courses	12	18.84

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.

In August 2007 FUHSD implemented a common-planning schedule which included 1 hour departmental meetings during 26 out of 32 Monday mornings. The common-planning schedule was adopted again for the 2008-2009 school year.

Professional development has also been accomplished through in-house coaching (release of an English and math teacher for one period per day), conferences and workshops conducted through outside agencies and through the SDCOE. Peer assistance through the BTSA and PAR programs is also available to FUHSD and FHS staff.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California

Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

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

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

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

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

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

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