

**COMPREHENSIVE  
DISTRICT-WIDE PLAN  
TO IMPROVE STUDENT  
PERFORMANCE**

**GRAVENSTEIN UNION SCHOOL  
DISTRICT**

**FOR THE  
2009-2010  
SCHOOL YEAR**

Updated/Board Approved 12/9/09

## School Vision and Mission Statement

We, the Gravenstein Union School District, are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

### **GOALS:**

1. School Environment
  - a. Positive, non-threatening environment with consistent discipline.
  - b. Students will learn the value of respecting oneself, each other and authority.
  - c. Pro-active interventions for at-risk students.
  - d. Strive for optimum class sizes.
  
2. Curriculum & Assessment
  - a. Develop a set of standards-based (grade-specific) curriculum brochures, report cards, strategies and practices utilizing California state standards.
  - b. Standardize and adopt state board adopted curriculum and materials to ensure student success and to meet high school entrance and exit exam requirements.
  - c. Students will meet eighth grade proficiency standards for graduation.
  
3. Coordination of School District and Community
  - a. Articulation and coordination of curriculum with the State of California.  
Encourage district connection with Governor's Initiative trainings for professional development.
  - b. Volunteerism-students in the community and community in the school.
  - c. Recruit and encourage business and professional interaction with the school.

## School Profiles

Gravenstein Union School District is a Pre-K-8 school district with an enrollment of approximately 620 students, most of who come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the southwestern rural section of Sebastopol in Western Sonoma County. The district serves a primarily rural population in an area of limited growth. Approximately ninety four percent of the property located within the school district boundaries is zoned “rural residential” in the Sonoma County General Plan. This zoning classification also affects the number of students living within the district.

There are three schools in the district. There is a PreK-5 school (Gravenstein Elementary), a 5<sup>th</sup>-8<sup>th</sup> grade middle school (Hillcrest Middle School), and a Community Day School. The district has a K-8 Creative Arts Magnet Program at both campuses (REACH). The sites reflect the rural nature of the community. The relatively small enrollment at each site, excellent staff and very involved parents have worked together to establish a student body that has achieved some of the highest API scores in Sonoma County for the last seven years.

All classes K-5 are self-contained. Primary classes (K-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1. Instructional and temporary support assistants, paid by categorical monies, are utilized in Grades K-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to run Learning Labs at both campuses. This setting provides additional services in Reading/Language Arts and Math to identified and non-identified special education students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program and a school psychologist. The same services are available at the middle school campus. Both campuses provide before /lunchtime/ or after school tutoring –usually from January through April. Hillcrest Middle School has a counselor for academic counseling.

Students in grades K through 5 receive music instruction one day per week and additional band time by the district’s music specialist. Visual art is also part of the Gravenstein School program. Classroom teachers and an art specialist provide this program. Hillcrest Middle School (5-8) has a variety of scheduled music, art and drama programs. Our Grade K-8 Creative Arts Magnet Program does include additional field trips and visual and performing arts.

More information on our programs is available on our website at [www.grav.k12.ca.us](http://www.grav.k12.ca.us).

# STAR Scores 2005-2006-2007-2008-2009

Student Groups Performing at or above Proficient Performance Standards on **California Standards Testing (CST)**  
**STAR test results 2005, 2006, 2007, 2008 and 2009:**

				<b>2<sup>nd</sup> Grade (2009)</b> 68% Prof. or above in ELA 90% Prof. or above in Math
			<b>2<sup>nd</sup> Grade (2008)</b> 74% Prof. or above in ELA 84% Prof. or above in Math	<b>3<sup>rd</sup> Grade (2009)</b> 73% Prof. or above in ELA 86% Prof. or above in Math
	<b>2<sup>nd</sup> Grade (2007)</b> 57% Prof. or above in ELA 67% Prof. or above in Math		<b>3<sup>rd</sup> Grade (2008)</b> 63% Prof. or above in ELA 84% Prof. or above in Math	<b>4<sup>th</sup> Grade (2009)</b> 80% Prof. or above in ELA 84% Prof. or above in Math
	<b>2<sup>nd</sup> Grade (2006)</b> 63% Prof. or above in ELA 63% Prof. or above in Math	<b>3<sup>rd</sup> grade (2007)</b> 53% Prof. or above in ELA 63% Prof. or above in Math	<b>4<sup>th</sup> Grade (2008)</b> 74% Prof. or above in ELA 82% Prof. or above in Math	<b>5<sup>th</sup> Grade (2009)</b> 73% Prof. or above in ELA 75% Prof. or above in Math 71% Prof. or above in Science
<b>2<sup>nd</sup> Grade (2005)</b> 64% Prof. or above in ELA 75% Prof. or above in Math	<b>3<sup>rd</sup> grade (2006)</b> 62% Prof. or above in ELA 71% Prof. or above in Math	<b>4<sup>th</sup> grade (2007)</b> 66% Prof. or above in ELA 76% Prof. or above in Math	<b>5<sup>th</sup> Grade (2008)</b> 72% Prof. or above in ELA 75% Prof. or above in Math 70% Prof. or above in Sci.	<b>6<sup>th</sup> Grade (2009)</b> 78% Prof. or above in ELA 76% Prof. or above in Math
<b>3<sup>rd</sup> grade (2005)</b> 49% Prof. or above in ELA 68% Prof. or above in Math	<b>4<sup>th</sup> grade (2006)</b> 62% Prof. or above in ELA 76% Prof. or above in Math	<b>5<sup>th</sup> grade (2007)</b> 48% Prof. or above in ELA 56% Prof. or above in Math	<b>6<sup>th</sup> Grade (2008)</b> 67% Prof. or above in ELA 58% Prof. or above in Math	<b>7<sup>th</sup> Grade (2009)</b> 87% Prof. or above in ELA 65% Prof. or above in Math
<b>4<sup>th</sup> grade (2005)</b> 74% Prof. or above in ELA 80% Prof. or above in Math	<b>5<sup>th</sup> grade (2006)</b> 75% Prof. or above in ELA 72% Prof. or above in Math	<b>6<sup>th</sup> grade (2007)</b> 74% Prof. or above in ELA 61% Prof. or above in Math	<b>7<sup>th</sup> Grade (2008)</b> 81% Prof. or above in ELA 62% Prof. or above in Math	<b>8<sup>th</sup> Grade (2009)</b> 82% Prof. or above in ELA 76% Prof. or above in Alg. 45% Prof. or above G.Math 81% Prof. or above in Sci. 67% Prof. or above in Hist.
<b>5<sup>th</sup> grade (2005)</b> 67% Prof. or above in ELA 58% Prof. or above in Math	<b>6<sup>th</sup> grade (2006)</b> 60% Prof. or above in ELA 58% Prof. or above in Math	<b>7<sup>th</sup> grade (2007)</b> 69% Prof. or above in ELA 51% Prof. or above in Math	<b>8<sup>th</sup> Grade (2008)</b> 69% Prof. or above in ELA 88% Prof. or above in Alg 1 51% Prof. or above-G. Math 71% Prof. or above in Sci. 59% Prof. or above in Hist.	

## **Alignment of Curriculum, Instruction and Materials to Content and Performance Standards:**

**RANKING-All Materials are State standards aligned. Report cards are standards aligned at Grades K-5. Grades 6-8 are in progress.**

All of the curriculum materials we use in the areas of Reading-Language Arts and Math are aligned with the State Standards. Newly adopted K-8 History/Social Studies and Science textbooks were ordered during the 2006-07 and 2007-08 school year. Report cards are aligned to reflect progress through the standards at each grade level in grades K-5. Curriculum brochures are completed at the K-8 level.

## **Alignment of Staff Development to Content Standards and Assessed Academic Need:**

**RANKING- Completed** for 100% of staff in the area of Language Arts K-5.

On going staff development is provided for our staff on the adopted Language Arts or Math Textbooks. We will be constantly assessing the need for staff development and providing the necessary in-service training.

## **Availability of standards based instructional materials appropriate to all student groups:**

### **RANKING -completed**

We have state adopted Language Arts textbooks for grades K-5 (Open Court-*Imagine It* 2009), McDougal Littel for grades 6-8, Social Sciences for grades K-5 (Harcourt), Social Sciences for grades 6-8 (History Alive), Glenco-McGraw Hill Science for grades K-5, McDougall-Littel Science for grades 6-8, Glenco Spanish for grades 6-8, Wright Group Spanish for grades 4-6. Harcourt Math (grades K-5) and CGP Math 2008 adoption (grades 6-7-8) are the adopted mathematics textbooks.

### **RANKING - completed**

We have adopted State approved ELA Intervention Materials in grades 3-8 for students 2 years below their grade level (*Jane Greene-LANGUAGE!*). We have also adopted *Fast Forward* Math Intervention materials.

Our Learning Lab is providing assistance for students who qualify for Special Ed services and/or non-proficiency in ELA or Math. Before/After/ or lunchtime tutoring also takes place informally all year but formally from January through April of each school year.

Services Now Provided by Categorical funds to Enable Low Performing Students to Meet Standards:

**RANKING-** Adequate to Above average

Categorical monies pay for the Learning Labs and instructional aides. These instructional aides spend a majority of their time working with students who are low performing. These assistants lower the child/teacher ratio when working with low performing students. The Learning Lab staff is paid out of categorical funds. The Learning Labs serve non-proficient in ELA and/or Math and Special Education students. Summer school programs focus on remediation and categorical monies pay for tutoring programs focused on remediation.

Use of Results of State and Local assessments to modify instruction and improve student achievement:

**RANKING** – continuing in progress

## CATEGORICAL FUNDING

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II to enable all students to meet state and local academic performance standards and growth targets. Additional funds (listed under “Other”) may be allocated to this school in accordance with district policy.

### State Funds

**EIA/SCE LEP** - \$29,816 – Learning Lab Personnel and Instructional and Temporary Support Assistants

Purpose: To improve school achievement of educationally disadvantaged students - to include English Learners.

**GATE** - \$19,065 - Certificated Personnel (split among six teacher salaries and Magnet Program Director)

Purpose: To assist in the educational needs of Gifted or Talented students in the district. A separate GATE application is completed for approval by the state.

School and Library Improvement	67,487.00	Teacher Assistants
Targeted Instructional Improvement	9,509.00	Textbooks
Class Size Reduction Incentive Grades K, 1,2,3	235,620.00	K-3 CSR Instr. Materials and Library
Lottery Non Prop 20	60,200.00	Salaries
Lottery Prop 20	7,186.00	Textbooks
Tobacco Use Prevention Education (TUPE)	-0-	Health Materials
PAR (Peer Assistance Review) apportionment	2,666.00	Staff Dev
Professional Development	17,364.00	Staff Dev
IMFRP	28,179.00	Textbooks
Middle School Counseling	8,353.00	Salaries
Arts and Music Block Grant	7,620.00	Art, Drama, Music supplies
Physical Education Teacher Grant	29, 259.00	K-5 PE Teacher

**Federal Funds**

**Title I: Targeted Assistance Program**

Amount: \$21,809.00 – Learning Lab Personnel and Instructional and Temporary Support Assistants

Purpose: To address the educational needs of underachieving/non proficient students

**Title II: Improving Teacher Quality**

Amount: \$3,713.00 – Teacher conferences and advertising

**Title VI: Innovative Programs**

Amount: \$ 1,061.00 – computer software

Purpose: Support educational improvement, library, media and at-risk students.

Special ED PL 94-142	66,924.00	Special Ed staff and materials
Special ED Discretionary Grants - Preschool	20,814.00	Preschool Speech Services
Drug Free	1,208.00	Health Materials
Title II Technology	209.00	Software
Title III LEP	3,225.00	Learning Lab staff and materials

PART II

**TARGETED IMPROVEMENTS IN STUDENT PERFORMANCE**

This School Site Council has analyzed the available student performance data for all students. This Council has also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement targets.

**PERFORMANCE IMPROVEMENT TARGET #1**

**CST Results for All Students - Three-Year Comparison  
Gravenstein Elementary School**

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	53	69	67	66	72	74	43	46	50
Mathematics	63	82	81	63	71	73	40	43	46
Science	42	73	61	66	71	75	38	46	50
History-Social Science	0	0	0	74	59	67	33	36	41

**CST Results for All Students - Three-Year Comparison - Hillcrest Middle School**

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	76	75	80	66	72	74	43	46	50
Mathematics	64	64	68	63	71	73	40	43	46
Science	78	69	80	66	71	75	38	46	50
History-Social Science	74	59	68	74	59	67	33	36	41

**Statement of the performance improvement target or goal:**

The percent of students who score below Proficient in the areas of Reading, Language and Math will improve by a minimum of 5 percent.

**Academic Standard to be addressed:**

The focus will be in the areas of Reading and Math.

**GRAVENSTEIN UNION ELEMENTARY**

Projected Factors 2008-09      2009-10  
 ADA: 542.34                      564.00  
 Total K-12 enrollment: 567.00      600.00

restart**Categorical Programs - Tier 1**

Resource Code	Resource Name	2008-09 Funding	2009-10 Funding	Flex to Sweep
1100	Lottery, Unrestricted	59,386	60,200	
1300	Class Size Reduction, Grade K-3	187,425	187,425 <sup>1</sup>	
3010	Title I, Part A: Basic Grants	17,482	0	
3200	ARRA State Fiscal Stabilization Funds - Categorical Programs	0	57,861	
3200	ARRA State Fiscal Stabilization Funds - General Purpose	0	137,956	
3710	Title IV, Part A: Safe and Drug Free Schools and Communities	938	938	
6300	Lottery, Restricted	6,237	7,186	
7090	Economic Impact Aid	29,816	29,816 <sup>1</sup>	
<b>2008-09 Revised Total, Tier 1: 301,284</b>				
<b>2009-10 Total, Tier 1: 450,752*</b>				

**Categorical Programs - Tier 2**

Resource Code	Resource Name	2008-09 Funding	2009-10 Funding	Flex to Sweep
6286	English Language Acquisition Program (ELAP), Teacher Training & Student Assistance	593	560	
<b>2008-09 Revised Total, Tier 2: 593</b>				
<b>2009-10 Total, Tier 2: 560</b>				

**Categorical Programs - Tier 3**

Resource Code	Resource Name	2008-09 Funding	2009-10 Funding	Flex to Sweep
0000	Supplemental Hourly Programs	2,119	1,950	
2430	Community Day Schools	91,203	86,396	Yes
6258	Physical Education Teacher Incentive Grants	30,982	29,259	Yes
6405	School Safety and Violence Prevention	8,462	7,992	Yes
6760	Arts and Music Block Grant	8,069	7,620	Yes
7080	Supplemental School Counseling Program, Middle and High School	8,845	8,353	Yes
7140	Gifted and Talented Education	19,353	19,066	Yes
7156	Instructional Materials Realignment, IMFRP	29,838	28,179	
7271	PAR	3,351	2,686	Yes
7294	Staff Development: Mathematics and Reading	4,231	4,008	Yes
7393	Professional Development Block Grant	18,386	17,364	Yes
7394	Targeted Instructional Improvement Block Grant	10,069	9,509	Yes
7395	School and Library Improvement Block Grant	71,460	67,487	Yes
<b>2008-09 Revised Total, Tier 3: 303,017</b>				
<b>2009-10 Total, Tier 3: 287,183</b>				

\*FY 2009-10 funding details for federal programs are not available at this time.

<sup>1</sup> Estimate for 2009-10

**Grade Levels and student Groups not meeting this standard:**  
**CST on STAR 2008-2009**  
**Grade Level (in parentheses) for 2009-10 school year**

Gr. Level	# Tested ( <i>ELA</i> )	%Below Proficient	% Far Below. Basic	# Tested ( <i>Math</i> )	%Below Proficient	%Far below Basic
Grade 2 (3)	63	32	5	63	9	0
Grade 3 (4)	52	27	0	52	14	0
Grade 4 (5)	53	24	3	53	18	2
Grade 5 (6)	50	30	0	53	28	4
Grade 6 (7)	75	22	0	75	24	0
Grade 7 (8)	89	12	1	89	34	1
Grade 8	71	17	4	42 ( <i>Algebra 1</i> )	24	0
				29 Gen. Math	55	5

**Performance discrepancy indicated by the data for these students:**

We have some students who have scored below Proficient levels on the 2009 STAR.

**Present limitations of this element of the educational program:**

Limitations may be found in students participating in services provided. Parents have the option of allowing the students to participate in Learning Lab, after school tutoring and/or summer school programs.

**Underlying causes of the low performance of these groups:**

1. Special Needs (learning disabilities)
2. Learning a new language( EL)
3. Absenteeism/Truancy/ Tardy
4. More support needed (tutoring, **homework**, etc.) Some students have been recommended for free tutoring before or after school but do not attend. Teachers noted that some non-proficient students would be much improved if homework was completed. As a result of this discussion we began homework club/hall at both campuses at lunch time.

**Performance gains expected for students participating in this program:**

5 percentile point gain to get all students to Proficient Levels.

**How to Amend these Deterrents:**

1. Continue Learning Lab for Special Education and Title 1 services
2. Rewards for good attendance
3. Continue tutoring and homework club/hall at both campuses

Part III

**IMPROVEMENTS TO BE MADE IN EDUCATIONAL PRACTICE**

The following actions will be taken to reach the student performance targets stated on previous page. These actions constitute a comprehensive plan to improve related educational practices, using all appropriate general fund and categorical resources available to the school.

**\*Actions to align standards, assessment and accountability:**

All teachers participate in grade level meetings to align curriculum to State Standards and review assessment information on a monthly basis. Teachers at Gravenstein School submit ELA unit

assessments to the Superintendent/Principal as they are completed. This allows additional monitoring of student growth (or lack of) to assure intervention.

Implementers: All staff

**Timeline:** One meeting per month

**\*Actions to align instruction and materials to academic content standards:**

District commitment - Purchasing materials in a timely manner that are aligned with State Standards and providing in-service training to all staff in the use of this material.

**Implementers:** District Wide Staff

**Timeline:** On-Going

**\*Actions to improve instructional strategies and materials accelerate learning and increase learning time:**

Provide improved assistance in the Learning Lab, provide after school tutoring programs for students in need of additional assistance and provide remedial, intensive summer school programs for at-risk students. Homework Club/Hall (at lunch time) has begun at both campuses during the 2007-08 school year. This was instituted at the result of teacher discussions on Common Planning Day meetings. It was discussed that the pacing of lessons is hampered by students not completing their homework.

**Implementers:** Instructional Aides, Learning Lab Staff, Teachers, Summer School Staff, and Administration

**Timeline:** On-Going

**\*Actions to assure equal access and increase educational opportunity for students not meeting the standard:**

Students not meeting standards are provided multiple opportunities for educational success-as stated above. This was the first year for students in grades 3-4-5 to have the ability to take the California Modified Assessment (CMA) instead of the STAR if they qualified. Students qualify for CMA if they are currently receive special education services and scored below basic or far below basic on the previous year STAR.

**Implementers:** All Staff

**Timeline:** On-Going

**\*Actions to insure qualified staff:** Gravenstein Union School District has high standards in recruiting and hiring quality staff. On-going staff development training occurs to ensure all staff are highly trained in current educational practices and educational research.

**Implementers:** Administration

Participants: All Staff

**Timeline:** On-Going

**\*Actions to involve staff, parents and community in support of this plan:**

Parents are encouraged to be actively involved in their child's education. Weekly newsletters (Monday Messages) are sent home by the Superintendent (as well as some teachers' classroom messages) to inform parents as to the happenings at school. Parents are also encouraged to volunteer in their child's classroom, work in the library, attend Back to School Night, Open House and Parent Teacher conferences. The district has two parent foundations that support programs in the school.

Implementers: All Staff  
Timeline: On-Going

**\*Actions to provide support and auxiliary services to students and parents:**

Parent conferences and Student Study Team meetings are held to provide additional support to students and families in need of additional assistance. Within the SST meetings recommendations are made for outside support services or additional academic plans are outline and implemented.

Implementers: All Staff  
Timelines: As Needed

**\*Actions to assure effective administration and oversight of this improvement:**

On-going evaluation of all programs is performed by the site and district level administration.

Project Manager: Linda LaMarre

***Timeline: On-Going***

- Actions to monitor and evaluate student progress and implementation of this plan:  
The School Site Council will evaluate year-end results. We will utilize STAR data to determine if we have achieved the goal of 5 percentile point growth in the areas of Reading and/or Math.

Group data and other indicators to measure academic gains

**Evaluators:** School Site Council  
**Benchmarks:** RLA Textbook Assessments  
**Timeline:** End of School Year

# California English Language Development Test (CELDT) Gravenstein Union Annual Assessment 2008-2009

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Performance Level</b>														
<b>Number and Percent of Students at Each Overall Performance Level</b>														
<b>Advanced</b>	0	0	0	0	*****	3	1	*****	*****	0	0	0	0	5
	0.0%	0.0%	0.0%	0.0%	***	50.0%	25.0%	***	***	0.0%	0.0%	0.0%	0.0%	16.0%
<b>Early Advanced</b>	0	3	1	1	*****	1	2	*****	*****	0	0	0	0	9
	0.0%	75.0%	14.0%	17.0%	***	17.0%	50.0%	***	***	0.0%	0.0%	0.0%	0.0%	28.0%
<b>Intermediate</b>	0	1	4	3	*****	2	1	*****	*****	0	0	0	0	13
	0.0%	25.0%	57.0%	50.0%	***	33.0%	25.0%	***	***	0.0%	0.0%	0.0%	0.0%	41.0%
<b>Early Intermediate</b>	0	0	2	1	*****	0	0	*****	*****	0	0	0	0	4
	0.0%	0.0%	29.0%	17.0%	***	0.0%	0.0%	***	***	0.0%	0.0%	0.0%	0.0%	13.0%
<b>Beginning</b>	0	0	0	1	*****	0	0	*****	*****	0	0	0	0	1
	0.0%	0.0%	0.0%	17.0%	***	0.0%	0.0%	***	***	0.0%	0.0%	0.0%	0.0%	3.0%
<b>Number Tested</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>
	<b>0.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>

<b>Domain Mean Scale Scores</b>														
<b>Listening</b>	0.0	475.3	480.1	463.3	*****	589.0	585.5	*****	*****	0.0	0.0	0.0	0.0	
<b>Speaking</b>	0.0	471.8	485.0	487.2	*****	538.0	567.3	*****	*****	0.0	0.0	0.0	0.0	
<b>Reading</b>			446.4	458.2	*****	551.7	576.3	*****	*****	0.0	0.0	0.0	0.0	
<b>Writing</b>			446.1	490.5	*****	558.8	565.5	*****	*****	0.0	0.0	0.0	0.0	

\*\*\* Summary data are not provided for groups of three or less.

Data last updated: March 26, 2009

2008-09 Edition summary results are reported using the common scale that was first used in 2006-07. Results from the 2008-09 Edition may be compared with the results for 2007-08. However, summary results from either of these two years should not be compared with any CELDT results posted in previous years

2007-08 California Physical Fitness Report  
Gravenstein Union School District  
**Summary of Results**

Additional information can be found at the Standards and Assessment Division's [California Physical Fitness Test site](#).

	Grade 5			Grade 7			Grade 9		
<u>Physical Fitness Area</u>	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ
Aerobic Capacity	58	86.2	13.8	75	94.7	5.3	0	0.0	0.0
Body Composition	58	75.9	24.1	75	84.0	16.0	0	0.0	0.0
Abdominal Strength	58	81.0	19.0	75	97.3	2.7	0	0.0	0.0
Trunk Extensor Strength	58	96.6	3.4	75	96.0	4.0	0	0.0	0.0
Upper Body Strength	58	77.6	22.4	75	78.7	21.3	0	0.0	0.0
Flexibility	58	69.0	31.0	75	68.0	32.0	0	0.0	0.0
	Grade 5			Grade 7			Grade 9		
<b>Number of Physical Fitness Areas Meeting the Healthy Fitness Zone</b>	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent
6 of 6 fitness criteria	21	36.2	36.2	32	42.7	42.7	0	0.0	0.0
5 of 6 fitness criteria	18	31.0	67.2	28	37.3	80.0	0	0.0	0.0
4 of 6 fitness criteria	14	24.1	91.4	13	17.3	97.3	0	0.0	0.0
3 of 6 fitness criteria	2	3.4	94.8	1	1.3	98.7	0	0.0	0.0
2 of 6 fitness criteria	1	1.7	96.6	1	1.3	100.0	0	0.0	0.0
1 of 6 fitness criteria	2	3.4	100.0	0	0.0	100.0	0	0.0	0.0
0 of 6 fitness criteria	0	0.0	100.0	0	0.0	100.0	0	0.0	0.0
Total tested	58	100.0		75	100.0		0	0.0	

State: California  
 County: Sonoma  
 District: Gravenstein Union Elementary

--- Select another report here ---

Schools: -- List of Schools --

### 2008-09 California Physical Fitness Report Summary of Results

Additional information can be found at the Statewide Assessment Division's California Physical Fitness Test site.

Physical Fitness Area	Grade 5			Grade 7			Grade 9		
	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ
Aerobic Capacity	50	62.0	38.0	89	89.9	10.1	0	0.0	0.0
Body Composition	50	68.0	32.0	89	78.7	21.3	0	0.0	0.0
Abdominal Strength	50	90.0	10.0	89	98.9	1.1	0	0.0	0.0
Trunk Extensor Strength	50	90.0	10.0	89	98.9	1.1	0	0.0	0.0
Upper Body Strength	50	72.0	28.0	89	92.1	7.9	0	0.0	0.0
Flexibility	50	62.0	38.0	89	80.9	19.1	0	0.0	0.0
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Grade 5			Grade 7			Grade 9		
	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent
6 of 6 fitness criteria	21	42.0	42.0	54	60.7	60.7	0	0.0	0.0
5 of 6 fitness criteria	9	18.0	60.0	23	25.8	86.5	0	0.0	0.0
4 of 6 fitness criteria	7	14.0	74.0	7	7.9	94.4	0	0.0	0.0
3 of 6 fitness criteria	4	8.0	82.0	4	4.5	98.9	0	0.0	0.0
2 of 6 fitness criteria	5	10.0	92.0	0	0.0	98.9	0	0.0	0.0
1 of 6 fitness criteria	1	2.0	94.0	1	1.1	100.0	0	0.0	0.0
0 of 6 fitness criteria	3	6.0	100.0	0	0.0	100.0	0	0.0	0.0
Total tested	50	100.0		89	100.0		0	0.0	

<sup>1</sup> Includes partially tested students

\*\* To protect confidentiality scores are not shown when the number of students tested is 10 or less.