

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

GRAVENSTEIN UNION SCHOOL DISTRICT

**FOR THE
2011-2012
SCHOOL YEAR**

Approval by the District-wide Site Council on 5-26-11
Approved by the School Board on 6-8-11

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 650 students, most of who come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the western 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. Gravenstein Elementary is a PreK through Grade 5 school. Hillcrest Middle School is a 6th - 8th grade middle school, and the district also has a Community Day School. The district has a K-8 Creative Arts Magnet/GATE Program at both campuses (ENRICH!).

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 eight years.

All classes K-6 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 instruct in Learning Labs at both campuses. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided service according to their need – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level 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. 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 has a variety of scheduled music, art and drama programs. Our Grade K-8 Creative Arts Magnet/GATE Program does include additional field trips and visual and performing arts.

The school district utilizes two violence/bully prevention curriculum programs. *Second Step* is a state-approved violence prevention program for grades Preschool through eighth grade. Empathy, Emotion Management, Impulse Control, Problem Solving and Anger Management are some of the topics covered. An additional program, *EMPOWER*, is also utilized at the middle school level. Similar topics to *Second Step* are discussed through this program to include recognizing “bully” behaviors in yourself and others and how to react to these behaviors (or prevent the behaviors) in a non-violent manner.

Although HIV/AIDS Education is presented at the 7th or 8th grade level, sex education is an area that the school board and the site council have discussed as a possible addition to the 7th/8th curriculum.

More information on our programs is available on our website at www.grav.k12.ca.us.

STAR Scores -2006-2007-2008-2009-2010

Student Groups Performing at or above Proficient Performance Standards on **California Standards Testing (CST)**

STAR test results, 2006, 2007, 2008, 2009 and 2010:

				2nd Grade (2010) 66% Prof. or above in ELA 78% Prof. or above in Math
			2nd Grade (2009) 68% Prof. or above in ELA 90% Prof. or above in Math	3rd Grade (2010) 64% Prof. or above in ELA 75% Prof. or above in Math
		2nd Grade (2008) 74% Prof. or above in ELA 84% Prof. or above in Math	3rd Grade (2009) 73% Prof. or above in ELA 86% Prof. or above in Math	4th Grade (2010) 91% Prof. or above in ELA 79% Prof or above in Math
	2nd Grade (2007) 57% Prof. or above in ELA 67% Prof. or above in Math	3rd Grade (2008) 63% Prof or above in ELA 84% Prof. or above in Math	4th Grade (2009) 80% Prof. or above in ELA 84% Prof. or above in Math	5th Grade (2010) 85% Prof. or above in ELA 69% Prof or above in Math 80% Prof. or above in Sci.
2nd Grade (2006) 63% Prof. or above in ELA 63% Prof. or above in Math	3rd grade (2007) 53% Prof. or above in ELA 63% Prof. or above in Math	4th Grade (2008) 74% Prof. or above in ELA 82% Prof. or above in Math	5th Grade (2009) 73% Prof. or above in ELA 75% Prof. or above in Math 71% Prof. or above in Science	6th Grade (2010) 82% Prof. or above in ELA 77% Prof. or above in ELA
3rd grade (2006) 62% Prof. or above in ELA 71% Prof. or above in Math	4th grade (2007) 66 % Prof. or above in ELA 76% Prof. or above in Math	5th Grade (2008) 72% Prof. or above in ELA 75% Prof. or above in Math 70% Prof. or above in Sci.	6th Grade (2009) 78% Prof. or above in ELA 76% Prof. or above in Math	7th Grade (2010) 86% Prof. or above in ELA 67% Prof. or above in Math
4th grade (2006) 62% Prof. or above in ELA 76% Prof. or above in Math	5th grade (2007) 48% Prof. or above in ELA 56% Prof. or above in Math	6th Grade (2008) 67% Prof. or above in ELA 58% Prof. or above in Math	7th Grade (2009) 87% Prof. or above in ELA 65% Prof. or above in Math	8th Grade (2010) 80% Prof. or above ELA 48% Prof. or above in Alg. 1 41% Prof. /above Gen. math 86% Prof or above in Science 75% Prof. or above in History

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 have been 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 - \$29,836– Learning Lab Personnel and Instructional and Temporary Support Assistants
Purpose: To improve school achievement of educationally disadvantaged students - to include English Learners.

GATE - \$17,152 - 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	67,552.00	Teacher Assistants
Targeted Instructional Improvement	9,522.00	Textbooks
Class Size Reduction Incentive Grades K, 1,2,3	227,052.00	K-3 CSR Salaries
Lottery Non Prop 20	62,604.00	Instr. Materials
Lottery Prop 20	8,178.00	Textbooks
Tobacco Use Prevention Education (TUPE)	-0-	
PAR (Peer Assistance Review) apportionment	-0-	
Professional Development	17,380.00	Staff Dev
IMFRP	28,018.00	Textbooks
Middle School Counseling	9,316.00	Counseling contract
Arts and Music Block Grant	6,435.00	Art, Music supplies
Physical Education Teacher Grant	29,234.00	Flex-in general fund

Federal Funds

Title I: Targeted Assistance Program

Amount: \$29,225.00 – 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: \$10,102.00 – Teacher conferences and advertising

Title VI: Innovative Programs

Amount: \$ 1,080.00 – computer software

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

Special ED PL 94-142	85,657.00	Special Ed staff and materials
Special ED Discretionary Grants - Preschool	20,814.00	Preschool Speech Services
Drug Free	427.00	Health Materials
Title II Technology		Software
Title III LEP		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

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.

**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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	69	67	74	72	74	78	46	50	52
Mathematics	82	81	74	71	73	67	43	46	48
Science	73	61	72	71	75	83	46	50	54
History-Social Science	0	0	0	59	67	76	36	41	44

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	75	80	81	72	74	78	46	50	52
Mathematics	64	68	62	71	73	67	43	46	48
Science	69	80	88	71	75	83	46	50	54
History-Social Science	59	68	76	59	67	76	36	41	44

**Standardized Testing and Reporting Results by Student Group– School Year 2009-10
Gravenstein School**

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	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	54	59	*	
Pacific Islander	*	*		
White (not Hispanic)	77	75	73	
Male	74	82	83	
Female	74	65	62	
Economically Disadvantaged	56	57	*	
English Learners	53	63	*	
Students with Disabilities	*	*	*	

**Standardized Testing and Reporting Results by Student Group (School Year 2009-10)
Hillcrest Middle School**

Group	Percent of Students Scoring at Proficient or Advanced
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	English- Language Arts	Mathematics	Science	History- Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	68	52	*	*
Pacific Islander				
White (not Hispanic)	84	64	89	78
Male	77	62	93	70
Female	86	62	85	81
Economically Disadvantaged	66	40	53	33
English Learners	*	*	*	*
Students with Disabilities	38	24	*	*
Students Receiving Migrant Education Services				

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.

Grade Levels and student Groups not meeting this standard:

CST on STAR 2009-10

Grade Level (in parentheses) for 2010-11 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)	49	35	4	49	22	2
Grade 3 (4)	73	35	1	73	25	4
Grade 4 (5)	64	9	0	64	22	0
Grade 5 (6)	65	15	0	65	30	0
Grade 6 (7)	61	18	0	61	23	0
Grade 7 (8)	81	15	0	80	34	0
Grade 8	87	19	1	56(Algebra 1)	52	4
				29 Gen. Math	58	3

Performance discrepancy indicated by the data for these students:

We have some students who have scored below Proficient levels on the 2010 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 on some years 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—letters in Monday Messages and to individual parents about absenteeism and tardiness.
3. Continue tutoring and homework club/hall at both campuses as much as possible
4. The Gravenstein Staff has focused on teaching/practicing the writing process every day of school.
5. The K-5 staff give the superintendent/principal copies of their unit and benchmark reading assessments after they have given and reviewed the results to utilize for their instruction.
6. Pacing of lessons and pacing schedules (in order to complete all instruction of textbooks) prior to the STAR test has been a continuous focus. This is especially important in math
7. Staff development meetings—with teachers presenting writing instruction with handouts-has been the focus of the Gravenstein Staff Meetings for the 2010-11 school year.
8. Differentiation of learning is discussed and encouraged. In some cases students have been accelerated in math beyond their grade level. This is only done when students can prove mastery of their current grade level work through assessments.

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 the K-5 level 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. Additional strategies have been established as listed above.

Implementers: All staff

Timeline: One to two meetings 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, and 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

Number and Percent of Students at Each Overall Performance Level										
Performance Level	K	1	2	3	4	5	6	7	8	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (50.0%)	2 (40.0%)	***	(0.0%)	6 (13.0%)
Early Advanced	3 (30.0%)	4 (80.0%)	1 (14.0%)	1 (14.0%)	(0.0%)	1 (17.0%)	2 (40.0%)	***	(0.0%)	13 (29.0%)
Intermediate	4 (40.0%)	1 (20.0%)	4 (57.0%)	4 (57.0%)	***	2 (33.0%)	1 (20.0%)	***	(0.0%)	18 (40.0%)
Early Intermediate	2 (20.0%)	(0.0%)	2 (29.0%)	1 (14.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	6 (13.0%)
Beginning	1 (10.0%)	(0.0%)	(0.0%)	1 (14.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (4.0%)
Number Tested	10 (100.0%)	5 (100.0%)	7 (100.0%)	7 (100.0%)	1 (100.0%)	6 (100.0%)	5 (100.0%)	3 (100.0%)	1 (100.0%)	45 (100.0%)

California English Language Development Test (CELDT) Gravenstein Union Annual Assessment 2009-2010

Number and Percent of Students at Each Overall Performance Level										
Performance Level	K	1	2	3	4	5	6	7	8	Total
Advanced	3 (33.0%)	6 (100.0%)	2 (33.0%)	2 (29.0%)	3 (43.0%)	***	***	2 (50.0%)	2 (50.0%)	21 (46.0%)
Early Advanced	4 (44.0%)	(0.0%)	2 (33.0%)	1 (14.0%)	2 (29.0%)	***	***	2 (50.0%)	2 (50.0%)	14 (30.0%)
Intermediate	2 (22.0%)	(0.0%)	2 (33.0%)	3 (43.0%)	1 (14.0%)	***	***	(0.0%)	(0.0%)	9 (20.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	1 (14.0%)	(0.0%)	***	***	(0.0%)	(0.0%)	1 (2.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (14.0%)	***	***	(0.0%)	(0.0%)	1 (2.0%)
Number Tested	9 (100.0%)	6 (100.0%)	6 (100.0%)	7 (100.0%)	7 (100.0%)	1 (100.0%)	2 (100.0%)	4 (100.0%)	4 (100.0%)	46 (100.0%)

California English Language Development Test (CELDT) Gravenstein Union Annual Assessment 2010-2011

Performance Level	K	1	2	3	4	5	6	7	8
Advanced	(0.0%)	2 (33.0%)	4 (80.0%)	2 (50.0%)	2 (40.0%)	4 (57.0%)	***	5 (83.0%)	3 (50.0%)
Early Advanced	(0.0%)	2 (33.0%)	1 (20.0%)	2 (50.0%)	2 (40.0%)	(0.0%)	***	(0.0%)	3 (50.0%)
Intermediate	(0.0%)	2 (33.0%)	(0.0%)	(0.0%)	1 (20.0%)	2 (29.0%)	***	1 (17.0%)	(0.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (14.0%)	***	(0.0%)	(0.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)
Number Tested	(0.0%)	6 (100.0%)	5 (100.0%)	4 (100.0%)	5 (100.0%)	7 (100.0%)	3 (100.0%)	6 (100.0%)	6 (100.0%)

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](#).

Physical Fitness Area	Grade 5			Grade 7			Grade 9		
	Total ¹ Tested	% In HFZ	% Not in HFZ	Total ¹ Tested	% In HFZ	% Not in HFZ	Total ¹ 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
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	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	

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](#).

	Grade 5			Grade 7			Grade 9		
Physical Fitness Area	Total ¹ Tested	% In HFZ	% Not in HFZ	Total ¹ Tested	% In HFZ	% Not in HFZ	Total ¹ 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
	Grade 5			Grade 7			Grade 9		
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	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	

2009-10 California Physical Fitness Report Summary of Results

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

	Grade 5			Grade 7			Grade 9		
Physical Fitness Area	Total ¹ Tested	% In HFZ	% Not in HFZ	Total ¹ Tested	% In HFZ	% Not in HFZ	Total ¹ Tested	% In HFZ	% Not in HFZ
Aerobic Capacity	69	66.7	33.3	84	95.2	4.8	0	0.0	0.0
Body Composition	69	68.1	31.9	84	82.1	17.9	0	0.0	0.0
Abdominal Strength	69	92.8	7.2	84	100.0	0.0	0	0.0	0.0
Trunk Extensor Strength	69	92.8	7.2	84	100.0	0.0	0	0.0	0.0
Upper Body Strength	69	71.0	29.0	84	95.2	4.8	0	0.0	0.0
Flexibility	69	73.9	26.1	84	82.1	17.9	0	0.0	0.0
	Grade 5			Grade 7			Grade 9		
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent
6 of 6 fitness criteria	20	29.0	29.0	55	65.5	65.5	0	**	**
5 of 6 fitness criteria	25	36.2	65.2	23	27.4	92.9	0	**	**
4 of 6 fitness criteria	12	17.4	82.6	3	3.6	96.5	0	**	**
3 of 6 fitness criteria	6	8.7	91.3	3	3.6	100.0	0	**	**
2 of 6 fitness criteria	4	5.8	97.1	0	0.0	100.0	0	**	**
1 of 6 fitness criteria	2	2.9	100.0	0	0.0	100.0	0	**	**
0 of 6 fitness criteria	0	0.0	100.0	0	0.0	100.0	0	**	**
Total tested	69	100.0		84	100.0		0	**	