

29780 Lakeview Avenue
 Nuevo, CA 92567
 (951) 928-0066
 www.nuview.k12.ca.us

*Serving Grades
 Kindergarten through
 Twelve*



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Data Sources

Data within the DARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, the public may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Nuview Union School District

"Our Mandate is Excellence"

2006-2007 District Accountability Report Card

Superintendent's Message

Nuview Union School District provides an outstanding educational program for all students. We are fortunate to have teachers and support staff who care deeply about learning and recognize the important role they play in our students' lives.

Schools are successful when they have the support of parents and community. Nuview parents and community members believe in our schools and make every effort to be the best partners they can be. Those partnerships are essential to continuing the quality of education that we expect from everyone.

From the Board of Trustees to the new staff and volunteers in our schools, and all our staff to students, we are committed to our students. We know the difference we make in their future and in the future of this community and nation.

I am proud to be in public education and of all that our staff and parents accomplish every year. Please know that we welcome your interest and your support for what we do.

Community & School Profile

Nuview Union School District is located in the rural community of Nuevo, in Riverside County. Nuview Union School District includes two elementary schools, a middle school, and a charter high school.

In the 2006-07 school year, Nuview Union School District served 1,937 students in grades kindergarten through twelve, on a traditional calendar system. Student body demographics are illustrated at right.

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our web site at www.nuview.k12.ca.us.

NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

2006-2007 District Enrollment: 1,937		
	# of Students	% of Enrollment
Gender		
Female	955	49.3%
Male	982	50.7%
Ethnicity		
African American	27	1.4%
American Indian	13	0.7%
Asian	7	0.4%
Caucasian	708	36.6%
Filipino	4	0.2%
Hispanic	1,135	58.6%
Multiple or No Response	42	2.2%
Pacific Islander	1	0.1%
English Language Learners		
English Learners (EL)	601	31.0%
Non English Learners	1,336	69.0%
Special Education		
Special Ed.	102	5.3%
Non Special Ed.	1,835	94.7%
Free or Reduced-Price Meals		
Yes	1,055	54.5%
No	882	45.5%

Under NCLB, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

The chart below illustrates teacher credential statuses in Nuvieu Union School District.

Teacher Credential Status 2006-07		
	Number of Teachers	Percent of Teachers
Fully Credentialed	81	89.0%
University Interns	7	7.7%
Emergency Credentials	1	1.1%
Waivers	2	2.2%

	Misassignments/Vacancies									
	Misassignments of English Learner Teachers				Teacher Misassignments (other)		Total Teacher Misassignments		Vacant Teacher Positions	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08		
Nuvieu ES	0	1	0	0	0	1	0	0		
Valley View ES	0	1	0	0	0	1	0	0		
Mountain Shadows MS	0	3	0	1	0	4	0	0		
Nuvieu Bridge ECHS	0	4	0	3	0	7	1	1		

Nuvieu Union School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth as well as for the benefit of the school. During the 2006-07 school year, certificated staff consisted of 99 employees including administrators and pupil services. The districtwide average teaching experience is 9.0 years, and the average amount of time within the school district is 5.4 years. The chart below illustrates teacher education levels in the Nuvieu Union School District.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of district performance are displayed at right.

Title I Funding & Program Improvement

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The table at right indicates the Program Improvement Status of all schools in the Nuvieu Union School District.

Teacher Education Levels 2006-07

	Number of Teachers	Percent of Teachers
Master's Degree	18	20.2%
Bachelor's Degree +30*	16	18.0%
Bachelor's Degree	54	60.7%
Less than a Bachelor's Degree	1	1.1%

* Indicates additional hours above and beyond degree.



Adequate Yearly Progress (AYP)

Made AYP Overall	NUSD	
	No	
	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API	Yes	
Graduation Rate	Yes	

Program Improvement Status

School	PI Status	Year of Implementation	2007-08 PI Placement	Made 2007 AYP
Nuvieu ES	In PI	2006-07	Year 2	No
Valley View ES	In PI	2007-08	Year 1	No
Mountain Shadows MS	Not in PI	-	-	No
Nuvieu Bridge ECHS	Not in PI	-	-	Yes

California Standards Test

Nuviev Union School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which includes the California Standards Tests (CSTs), administered each spring to students in grades two through eleven. Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level.



How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report, the percentage of students achieving Advanced and Proficient levels is reported. Data is broken down by gender, participation in special programs, and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: <http://www.cde.ca.gov/>.

Subgroups

English Learners: English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). In Nuviev Union School District, English Learners are supported by a variety of programs including English Language Development (ELD) classes, in-class support by bilingual aides, and after-school assistance. Many teachers within the district also possess bilingual and Cross-Cultural Language and Academic Development (CLAD), or Bilingual Cross-Cultural Language and Academic Development (BCLAD) certification.

Socioeconomically Disadvantaged: According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the students' parents received a high school diploma, or if the students participate in the Free or Reduced-Price Lunch Program.

The combined percentage of students scoring at the Proficient and Advanced levels in Math and Social Science for the most recent three-year period, is shown below. Language Arts/English and Science scores can be found on page four (4). Summative scores are not shown for 8th-11th grade Math. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Math						Social Science																				
	2		3		4		5		6		7		8		10		11										
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
NUSD	48	38	33	42	45	40	49	47	44	40	46	33	29	27	46	26	29	34	37	24	35	9	25	15	5	16	27
California	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	37	41	39	31	34	35	31	30	29	37	35	35
Females																											
NUSD	38	35	25	43	39	44	49	47	36	44	48	30	31	28	44	23	31	35	37	21	34	4	16	8	5	8	18
California	55	58	58	54	56	57	51	55	58	45	48	49	39	41	41	37	41	38	30	31	33	28	27	34	36	34	33
Males																											
NUSD	58	40	42	40	50	38	50	46	51	37	46	36	27	25	50	29	27	33	38	27	37	17	41	12	5	29	41
California	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	37	41	39	33	36	36	34	33	34	37	37	37
English Learners																											
NUSD	38	30	18	30	29	36	34	37	27	17	25	17	13	7	30	13	15	19	14	9	23	*	0	0	*	0	0
California	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	11	13	13	5	6	6	6	5	6	7	7	6
Socioeconomically Disadvantaged (SED)																											
NUSD	36	32	29	32	35	34	39	39	40	34	39	23	23	21	34	23	21	30	21	15	29	6	18	14	7	18	23
California	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	23	27	27	17	19	20	18	17	17	23	21	22
Caucasian																											
NUSD	59	41	55	44	58	51	60	53	48	50	60	47	34	38	56	29	32	46	46	29	47	7	28	16	4	12	29
California	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	52	58	54	47	51	52	44	45	44	48	48	48
Hispanic																											
NUSD	42	34	24	39	37	36	42	42	43	32	36	26	24	19	40	20	27	27	25	18	28	13	22	11	5	21	24
California	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	23	28	27	17	20	21	17	17	18	23	21	22

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts and Science for the most recent three-year period, is shown below.

California Standards Test (CST)																																						
Combined % of Students Scoring at Proficient and Advanced Levels																																						
Language Arts												Science																										
2			3			4			5			6			7			8			9			10			11			5		8						
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																																						
NUSD	29	26	25	20	24	18	44	34	37	33	37	27	32	27	33	35	34	33	35	40	34	29	59	70	32	38	47	11	38	42	28	29	23	22	23			
California	42	47	48	31	37	37	47	49	51	43	43	44	38	41	42	43	43	46	39	41	41	43	44	47	36	37	37	36	36	37	28	32	37	38	42			
Females																																						
NUSD	30	29	32	15	23	15	46	35	33	34	43	24	34	24	35	39	42	34	43	46	45	33	58	76	42	35	50	14	44	39	18	28	13	19	22			
California	45	51	53	35	39	41	52	54	55	46	47	48	41	44	45	49	48	51	43	45	46	48	48	53	41	42	41	39	39	41	26	30	35	35	41			
Males																																						
NUSD	29	24	25	23	25	14	42	34	38	33	30	27	30	28	31	29	26	33	28	34	24	22	61	62	17	41	43	9	27	45	34	30	33	26	24			
California	39	43	44	29	33	33	44	46	48	39	40	41	35	39	40	38	38	42	34	37	37	38	40	43	32	33	33	33	33	33	32	34	38	41	45			
English Learners																																						
NUSD	20	17	9	8	13	14	28	17	19	12	21	8	4	7	17	13	13	15	9	9	17	7	30	0	*	*	0	*	*	0	5	9	7	9	7			
California	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	9	9	10	6	6	6	7	7	10	3	4	4	4	4	4	6	7	11	9	12			
Socioeconomically Disadvantaged (SED)																																						
NUSD	21	20	17	12	13	13	35	25	29	29	31	19	21	18	28	25	23	28	18	26	24	16	42	60	29	27	22	13	45	39	18	22	12	17	14			
California	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	28	28	31	22	25	26	26	27	32	20	21	21	21	21	22	14	18	22	23	29			
Caucasian																																						
NUSD	40	35	45	25	40	22	60	46	50	42	63	41	41	43	45	40	37	48	47	50	46	29	76	79	29	41	64	9	30	45	43	48	38	22	37			
California	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	51	53	66	58	62	62	61	63	66	53	54	55	50	50	52	49	52	58	55	60			
Hispanic																																						
NUSD	21	21	16	14	14	16	32	27	30	26	24	19	23	15	26	26	32	24	22	30	26	28	42	64	38	33	27	14	53	34	14	14	14	21	15			
California	28	33	35	17	22	23	32	35	37	27	29	30	22	27	28	28	28	32	23	25	26	26	28	32	20	21	23	21	21	23	14	18	23	23	28			

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

District Graduation Requirements

Effective at the start of the 2005-06 school year, in order to receive a high school diploma from a Nuview Union School District high school, all students must display satisfactory citizenship and complete the required prerequisites for graduation. For more detailed information about high school graduation and credit requirements, please contact the school office at (951) 928-8498.

California High School Exit Exam

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The adjacent table displays the percent of NUSD students achieving at the Proficient or Advanced level for the past three years.

The table below displays the percent of NUSD students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject					
	2004-05		2005-06		2006-07	
	NUSD	California	NUSD	California	NUSD	California
English	47.1%	49.0%	42.8%	51.1%	50.2%	48.6%
Math	38.7%	45.2%	45.4%	46.8%	52.4%	49.9%

	CAHSEE By Student Group					
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.1%	33.3%	31.6%	45.6%	38.6%	15.8%
Males	40.7%	29.6%	29.6%	40.7%	44.4%	14.8%
Females	30.0%	36.7%	33.3%	50.0%	33.3%	16.7%
Hispanic	53.8%	30.8%	15.4%	46.2%	46.2%	7.7%
Caucasian	21.4%	35.7%	42.9%	46.4%	35.7%	17.9%
English Learners	62.5%	18.8%	18.8%	50.0%	37.5%	12.5%
Socioeconomically Disadvantaged	52.4%	33.3%	14.3%	38.1%	47.6%	14.3%

