

COLUMBINE SCHOOL ACCOUNTABILITY REPORT CARD 2015/16

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SCHOOL DESCRIPTION

Columbine School, a district, is located approximately four miles northeast of Delano in rural southern Tulare County in the San Joaquin Valley. Delano's current population is approximately 55,000 people. Columbine had 196 students Kindergarten through eighth grade on October 7, 2015.

The student body is composed of approximately 85.2% Hispanic, 5.1% White, 5.1% Asian, 1% Filipino, 1% African American, and 2.6 two or more races.

There are 42 students attending Columbine that reside in the district. The other 154 students attend the school with School of Choice documents or inter-district agreements from Bakersfield, Delano, Earlimart, Exeter, McFarland, Richgrove, Strathmore, and Pixley. 61% of the students are in the socioeconomically disadvantaged category. 7.7% of these students are English language learners and 2% of them have a learning disability.

SCHOOL CLIMATE MISSION STATEMENT

We, the Columbine School District, believe that all students can be successful and should become caring, productive members of society. We strive to create a desire for lifelong learning in all of our pupils. Our staff and community extend an enormous amount of energy to provide a safe and caring environment. In order to provide this atmosphere, students must keep their behavior within limits and show respect for others.

Parental Involvement: Engagement

Columbine provides a variety of parental, guardianship, and community involvement opportunities. They are helping in the school library, chaperoning school fieldtrips, volunteering in the classroom, chaperoning school activities, being a member of committees such as School Site Council, School Advisory Council, LCAP group, the Safety Committee, and helping out with fundraisers. An example is the School Book Fair. The contact person for interested volunteers is Mr. Jones, the school Principal. His phone number is (661) 725-8501.

SCHOOL ATTENDANCE

The Columbine school staff works hard at helping students and parents understand the vital importance of attending school regularly.

The daily attendance rate is 97%. This percentage computes to 195.57 students in annual daily attendance.

Your role in maximizing your child's in-class time is vital. Continue to ensure that your child arrives to school regularly and promptly. Please send a note or call the office to explain any absences.

Conditions of Learning: Basic SCHOOL FACILITIES AND SAFETY PLAN

Columbine School strives to provide a safe, clean, and orderly environment for learning. Columbine had a safety inspection on July 27, 2016. There weren't any necessary repairs. The following areas are in good condition: gas lines, mechanical systems, windows/doors/and gates, interior

surfaces, hazardous materials, fire safety, electrical, site structure, drinking fountains, restrooms, sewer, pest/vermin infestation, roofs, play and school grounds, and overall cleanliness.

A disciplinary plan emphasizing a well understood, fair, and consistent policy has been established. Staff members provide student supervision during non-instruction time throughout the school day.

Our students are housed in 4 permanent and 6 relocatable classrooms. Improvements include asbestos removal from the cafeteria flooring, a new floor, a new backflow device for our water system, new Heating / cooling units for 7 classrooms, and new panels and mirrors for the boys' bathroom.

Columbine has an approved School Safety Plan. The plan includes the planning process and the committee has created a mission and vision. The plan addresses Personal characteristics, Physical Procedures, Social Environment, and Cultural Environment. School policies and procedures for discipline, evacuations, suspension and expulsion, dress codes, legal requirements on child abuse and more are covered in the plan. The Plan also stresses Crisis Response materials. The document is available to review in the office. The Plan was updated on January 17, 2017 and reviewed with the staff on January 18, 2017.

SUBSTITUTE TEACHERS

The Columbine School District is committed to employing only qualified substitute teachers. We recognize the importance of maintaining a high quality educational program while the classroom teacher attends professional workshops or is ill. A substitute must be registered with the Tulare County Department of Education to work in a Tulare County School. Continuity is provided for multiple day absences when possible.

Pupil Outcomes - Student Achievement

2016 state testing covered language arts and math for grades 3-8 and 5th and 8th grade science. The results will be displayed later in this report card. All nineteen 8th graders graduated in 2016. Columbine isn't in the improvement program and hasn't had any dropouts in the last three years. The state's dropout rates for 2012-2015 are 11.4%, 11.5% and 10.7% respectively. The state's graduation rates for the same years are 80.44%, 80.95% and 82.3% respectively. These numbers are at the high school level.

CALIFORNIA STANDARDS TESTS

The California Standards Tests show how well students are doing in relationship to the state content standards. The test includes English-language arts and Math in grades 3-8, and Science in grades 5 and 8. Student scores are reported as performance levels. Detailed information can be found at the CDE Web site at caaspp.cde.ca.gov.

CALIFORNIA STANDARDS 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 | | | State | | |
|----------------------|--------|------|------|-------|------|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| English-Language Art | | 53 | 61 | | 44 | 47 |

| | | | | | | |
|---------|----|----|----|----|----|----|
| Math | | 53 | 61 | | 33 | 37 |
| Science | 69 | 70 | 70 | 60 | 56 | 58 |

STUDENT ACHIEVEMENT

Grade I took the Cat Test in 2013/14, 2014/15, and 2015/16. The CAT scores are the median national percentile. All 8th graders passed the proficiencies for reading, math, and writing the last three years.

| 1 st Grade | 2013/14 | 2014/15 | 2015/16 |
|-----------------------|---------|---------|---------|
| READING | 68 | 49 | 51 |
| LANGUAGE | 60 | 58 | 65 |
| MATH | 55 | 43 | 61 |

SCHOOL CLIMATE QUALITY OF INSTRUCTION AND LEADERSHIP

Research clearly identifies two vital components of an effective school: (1) a rigorous instructional program, and (2) strong leader. As a part of Columbine School's plan for developing and delivering a high quality instructional program, the staff follows the state standards, teaches the standards for the core subjects, and reteaches when standards aren't achieved. Frameworks and standards are utilized in adoption selections. Staff members are kept informed of upcoming curriculum/framework changes through staff meetings, state materials, county presentations or materials, and presentations from textbook companies.

Columbine has the following programs to insure that the educational needs of its students are met. They are: Title I, Title II, LCAP, REAP, Limited English Proficiency, Resource Specialist/Speech Program, and School Based Coordinated Program,.

In addition to meetings with teachers and aides, meetings and or activities are also held with a number of school groups that include:

Student Study Team, ASB, School Site Council, Safety Committee, School Advisory Committee, LCAP representatives, Odyssey of the Mind, Math Field Day, Friday Night Live, Spelling Bees, Sports, Oral Language, and Book fair.

Conditions of Learning: Basic

Columbine is on a traditional schedule operating from mid-August to late May. Students have 180 days of school. Columbine had 9 minimum days in 2015/16. Parent conferencing accounted for 4 of the minimum days. The 9th minimum day was for a fog delay.

The school houses 10 teachers. This includes a part-time reading specialist. Columbine began its class size reduction program in 1996/97. We average 24 or fewer students in grades K-3. Three part-time Instructional aides augment the regular program. Columbine averages 19.6 students per class. The breakdown is as follows:

| Gr. | Teacher | 2013/14 Total | 2014/15 Total | 2015/16 Total |
|-------|-----------------|------------------|------------------|------------------|
| K | Mrs. Burk | 19 | 18 | 19 |
| I | Mrs. Brock | 20 | 24 | 19 |
| 2 | Mrs. Bassett | 24 | 23 | 23 |
| 3 | Mrs. Ortega | 22 | 25 | 21 |
| 4 | Mrs. Kovacevich | 21 | 23 | 25 |
| 5 | Mrs. Taylor | 20 | 26 | 20 |
| 6 | Mr. Muller | 19 | 18 | 23 |
| 7 | Mr. Hutcherson | 18 | 21 | 18 |
| 8 | Mr. Burk | 20 | 18 | 18 |
| K- TK | Miss Day | 10 | 12 | 10 |
| Total | | 193 | 208 | 196 |

Two of Columbine's aides are co-funded by LCAP and the REAP program. Another part-time aide is co-funded by the Title I program and the school district. The reading specialist is funded by Title I. After school remediation classes and summer school classes are funded by Title I, LCAP, or REAP. Writing and computer skills classes are funded by LCAP.

In 2013/14 there weren't any K-3 students out of the class size reduction program. The maximum number of students in a class increased to 24. In 2014/15 there were 3 third graders out of class size reduction for a total of 46 days. There were 4 second graders out of size reduction for a total of 66 days. No TK, Kindergarten, or first graders were out of class size reduction. In 2015/16, there weren't any TK-3rd graders out of class size reduction.

In 2013/14 all of the teachers had full-credentials except for a part-time teacher who assisted in other teachers' classrooms. In 2014/15 and 2015/16 one teacher worked with a waiver credential. 100% of our teachers are No Child Left Behind compliant in 2013/14 and 90% in 2014/15 and 15/16. During the last two years we also had one assistant teacher with a Pip credential. No one has taught outside of their subject area competency or been placed in a misassignment for English learners in the last three years. Columbine hasn't had a teaching vacancy in the last three years.

TEACHER EVALUATION

The Columbine School District recognizes the importance of teacher evaluation as a means of promoting quality teaching and professional improvement. Columbine teachers are evaluated on a regular basis in accordance with California Education Code and district policy. Formal evaluations are scheduled at least once a year. Teachers are evaluated in the following areas:

- adherence to curricular objectives and state standards
- the establishment and maintenance of a suitable learning environment.
- progress of pupils toward district's standards
- instruction techniques and strategies used by the teacher

EXPENDITURES AND SERVICES OFFERED

Last year, Columbine spent approximately 83% of its \$1,851,888 budget for educational services. This includes teacher costs, instructional aides costs, books, supplies, equipment, staff development, instruction, instruction related services, and administration. Total expenditures per student amount to 9,448 per ADA. Most of the budget is part of the LCFF. However some funds are

still restricted. Examples are Prop 39-103,000, Title I- 42,129, Title - II 5,493, and REAP – 19,355. The state expenditure per pupil is 9,239 for Elementary Schools in 2014/15. Student transportation expenses are approximately \$66,178. The school lunch program is provided at an expense of \$98,399. Columbine didn't receive any Migrant funds. The Tulare County Office provided services to our migrants.

Special Education: A part-time resource teacher is on campus 1/2 day a week and we have a 5 hour a day aide. These are county office employees.

Nursing and psychologist/counseling are provided by TCOE on a part time basis.

SCHOOL INSTRUCTION AND LEADERSHIP

The Columbine School District follows the California State Department of Education's guideline for the adoption of textbooks and other materials. The adoptions are conducted on a six-year cycle for language arts, science, mathematics, and history-social science. New textbooks and materials follow these adoption timelines:

| | |
|------|--|
| 2015 | Language Arts |
| 2016 | None - Frameworks for History-Social-Science and Science |
| 2017 | History-Social Science |
| 2018 | Science |
| 2019 | None - Health Framework |
| 2020 | Health – Framework World Language |

The teachers and administration work collaboratively to review and make recommendations to the School Board regarding the purchase of appropriate instructional materials for the school. Parent and community member input is sought during the process. Textbooks are expensive. The unit prices for 8th grade science books and Language Arts books are \$66 and \$67 respectively. Third grade math costs about 32.29 per student. Fourth grade math books cost about 69.00 for books I and II per student. Student care for textbooks is generally good.

The instructional programs utilize a variety of materials in addition to textbooks, including encyclopedias, dictionaries, maps, charts, computers, calculators, audio-visual equipment, and resource materials. In addition, our library provides students with literature and other instructional materials to supplement classroom assignments.

Columbine has access to library and audio-visual materials thru the Tulare County Office of Education.

INSTRUCTIONAL MINUTES AND MINIMUM DAYS

Each Columbine student was scheduled to receive 180 days of instruction. 9 minimum days were held in 2015/16. Parent conferences accounted for 4 of the minimum days. One extra minimum day was caused by fog.

The number of instructional minutes provided for Columbine students on the year are:

| | Columbine | State minimum |
|----------------------|-----------|---------------|
| Kindergarten - | 38,127 | 36,000 |
| Grades 1 - 3 average | 55,977 | 50,400 |
| Grades 4 - 8 average | 57,005 | 54,900 |

SCHOOL CLIMATE SCHOOL PROGRAMS THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

Columbine School strives to ensure that all students enjoy maximum learning opportunities within a safe and orderly environment. In order to achieve this end, Columbine provides a disciplined, yet academically stimulating learning climate for all students. Good discipline is really another word for respect. Respect for authority, for others, for one's self, and respect for rules that support a healthy environment for learning. A school wide staff counseling approach to student discipline supports student accountability for their actions. Teachers use appropriate alternatives for handling difficult social and personal interactions. Positive rewards are an important part of Columbine's discipline program. Students get to participate in school activities as a reward for good behavior. School and class rules are vital parts of the discipline plan. Consistent consequences are provided when students misbehave. Examples are detention, on the wall, alternative placement day, and suspension.

SUSPENSIONS AND EXPULSIONS

Columbine didn't have any expulsions in 2013/14, 2014/15, or 2015/16. The school's suspension rate for the three years beginning in August of 2013 and ending in June of 2016 are .00023, .00026, and .00026 respectively. State suspension rates are 5.1, 4.4, and 3.8. State expulsion rates are .1, .1, and .1.

Columbine provides a number of activities to promote a positive learning environment for students including Student Council (4-8), awards/recognition assemblies, and Friday Night Live programs (4-8).

PROFESSIONAL DEVELOPMENT

On-going staff development activities are an essential part of Columbine School's efforts to maintain and improve our quality educational program. Certificated staff and aides participate in training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In-service training is being provided by outside consultants, county, district or state specialists.

Curriculum improvement is coordinated in a collaborative process involving teachers, administration, and community. In 2013/14 the staff received two days of training on Project Learning. In 2014/15 training focused on state testing for Language Arts and Math and school online programs. The training was about one day. In 2015/16 training focused on Interim assessments, online programs, and testing. Language Arts and Math were the subjects covered. The training was about one day.

STATE PRIORITIES: BASIC Quarterly Uniform Complaint Summary

There weren't any complaints during the reporting periods in 2015/16. The periods cover July thru September, October thru December, January thru March, and April thru June. The categories are Textbook and Instructional materials, Facilities, and Teacher vacancy and misassignment.

Columbine provides core textbooks and curriculum materials. 100% of these materials are in good condition. Reading, Language arts, Math, Science, and History all have 0% of the students lacking textbooks and instructional materials. There are ten teachers with bachelor degrees and one with a master's degree. Experience ranges from 2 to thirty-six years.

COUNSELING AND STUDENT SUPPORT SERVICES

Students at Columbine receive support services from a highly qualified staff provided by the Tulare County Department of Education. The members are a school psychologist, speech and language specialist, nurse, and migrant student support. These staff members are provided once a week or less.

Additionally, classroom teachers and aides provide an instructional atmosphere that encourages the development of positive self-image, high self-esteem, and increased responsibility for personal and social interaction.

SALARIES AND BUDGET INFORMATION

The Columbine School District continues to recognize the importance of offering a salary schedule that encourages the recruitment and continued employment of highly qualified personnel. The following table represents teaching and administrative salary data comparing Columbine with similar districts in the state of California. State figures are for 2014/15. Columbine's statistics are for 2015/16.

| Teachers | Columbine | State for similar districts |
|--------------------------|-----------|-----------------------------|
| Beginning | 50,843 | 41,085 |
| Mid-range | 65,556 | 59,415 |
| Highest | 82,007 | 75,998 |
| Principal | | 100,438 |
| Superintendent | | 116,069 |
| Principal/Superintendent | 133,331 | |

Columbine spent 9.71% of its budget on administrative salaries. 37 % of the budget went to teaching salaries. The state 2014/15 numbers are 6.73% for administration costs and 33.25% of the budget goes to teacher salaries.

Columbine's average salary for 2015/16 is 69,217.

It is our hope that this document has provided insight into Columbine's total school program. Should you have questions, or comments, please feel free to call (661) 725-8501

ADMINISTRATIVE DIRECTORY

BOARD OF TRUSTEES

| | |
|---------------|--------|
| Anton Caratan | Clerk |
| Ben DeLeon | Member |
| Dante Silva | Member |

ADMINISTRATION

| | |
|-----------|----------------------------------|
| Tim Jones | Superintendent/Principal/Teacher |
| Amy Jones | Admin. Secretary |

NOTE: The School Accountability Report Card was established by Proposition 98. This proposition passed in November of 1988. This year's report card provides a variety of information about Columbine Elementary School for the school year 2015/16. Some of the data is from the prior year.

2015–16 Local Educational Agency Accountability Report Card

This section provides the local educational agency's (LEA's) contact information

| | |
|-----------------------------------|---|
| LEA Name | Columbine Elementary |
| Phone Number | (661) 725-8501 |
| Web Site | http://www.lcoe.k12.ca.us/districts/columbine.shlm |
| Superintendent | Timothy S. Jones, Superintendent |
| E-mail Address | tcolschool@aol.com |
| County-District-School (CDS) Code | 54718520000000 |

Section I. Accountability

Part A. Adequate Yearly Progress (AYP)

The federal Elementary and Secondary Education Act requires that all schools and local educational agencies (LEAs) meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English language arts/literacy (ELA) and mathematics
- Graduation rate as an additional indicator (for schools, LEAs, and student groups with grade 12 enrollment or at least one graduate in the cohort)
- Attendance rate as an additional indicator (for schools and LEAs with Transitional Kindergarten through grade eight [TK-8])

2015–16 AYP

Tables 1 and 2 display information on the rate at which students participated in the assessments used to determine the percentage of students at or above the proficient level in ELA and mathematics. The participation rate target is 95 percent.

Table 1 Participation Rate – ELA

| Student Group | Enrollment | Number of Students Tested | Rate | Met 2015 AYP Criteria |
|-----------------------------------|------------|---------------------------|------|-----------------------|
| All Students Tested | 127 | 127 | 100 | Yes |
| Black or African American | 1 | 1 | 100 | -- |
| American Indian or Alaskan Native | 0 | 0 | -- | -- |
| Asian | 6 | 6 | 100 | -- |

1/24/2017

Local Educational Agency Accountability Report Card - Complete Report (CA Dept of Education)

| | | | | |
|-------------------------------------|-----|-----|-----|-----|
| Filipino | 2 | 2 | 100 | -- |
| Hispanic or Latino | 107 | 107 | 100 | Yes |
| Native Hawaiian or Pacific Islander | 0 | 0 | -- | -- |
| White | 9 | 9 | 100 | -- |
| Two or More Races | 2 | 2 | 100 | -- |
| Socioeconomically Disadvantaged | 75 | 75 | 100 | Yes |
| English Learners | 22 | 22 | 100 | -- |
| Students with Disabilities | 3 | 3 | 100 | -- |

Note 1: Double dashes (--) = N/A

able . Participation Rate – Mathematics

| Student Group | Enrollment | Number of Students Tested | Rate | Met 2015 AYP Criteria |
|-------------------------------------|------------|---------------------------|------|-----------------------|
| All Students Tested | 127 | 127 | 100 | Yes |
| Black or African American | 1 | 1 | 100 | -- |
| American Indian or Alaskan Native | 0 | 0 | -- | -- |
| Asian | 6 | 6 | 100 | -- |
| Filipino | 2 | 2 | 100 | -- |
| Hispanic or Latino | 107 | 107 | 100 | Yes |
| Native Hawaiian or Pacific Islander | 0 | 0 | -- | -- |
| White | 9 | 9 | 100 | -- |
| Two or More Races | 2 | 2 | 100 | -- |
| Socioeconomically Disadvantaged | 75 | 75 | 100 | Yes |
| English Learners | 22 | 22 | 100 | -- |
| Students with Disabilities | 3 | 3 | 100 | -- |

Note 1: Double dashes (--) = N/A

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

2016–17 PI Status of Schools in the LEA

Table 5 displays the LEA's PI status; the number of schools in the LEA that received Title I funds; the number and percent of schools in the LEA that are in PI; and the number of schools in the LEA that are in PI by PI placement year (i.e., years one through five).

Table PI

| LEA PI Status | Number of Schools Receiving Title I Funds | Total Number of Schools in PI | Percent of Schools in PI | Number of Schools in Year 1 | Number of Schools in Year 2 | Number of Schools in Year 3 | Number of Schools in Year 4 | Number of Schools in Year 5 |
|---------------|---|-------------------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Not In PI | 1 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |

Table Attendance Rate Target: 90 Percent

| Average Daily Attendance | School Attendance Enrollment | Met Criteria |
|--------------------------|------------------------------|--------------|
| 97 | N/A | Yes |

"--" means the school submitted attendance data under the other option (i.e., ADA or School Attendance Enrollment).

2015–16 CAASPP Assessment Results for All Students – ELA and Mathematics, Grades Three through Eight and Eleven

Table 6 displays information on how students served by the local educational agency (LEA) achieved on Smarter Balanced Assessment tests compared to students in the state as a whole.

Table CAASPP Assessment Results

| Subject | LEA Number Tested | LEA Percent of Students Meeting or Exceeding the State Standards | State Number Tested | State Percent of Students Meeting or Exceeding the State Standards |
|-------------------------|-------------------|--|---------------------|--|
| English – Language Arts | 127 | 52.76 | 3018397 | 43.99 |
| Mathematics | 127 | 52.76 | 3022731 | 33.79 |
| Science | 43 | 93.02 | 1292282 | 81.88 |

Note 1: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 2: Inclusion and exclusion rules are different for the LARC than other public assessment reports.

2015–16 CAASPP Assessment Results – ELA, Grades Three through Eight and Eleven

Table 7 displays the most recent year data in student achievement in ELA in grades three through eight and eleven.

Table ELA

| Grade | Total Enrollment | Number Tested | Percent Tested | Percent Standard Not Met | Percent Standard Nearly Met | Percent Standard Met | Percent Standard Exceeded |
|-------|------------------|---------------|----------------|--------------------------|-----------------------------|----------------------|---------------------------|
| 03 | 24 | 24 | 100.00 | 12.50 | 37.50 | 25.00 | 25.00 |
| 04 | 23 | 23 | 100.00 | 30.43 | 17.39 | 34.78 | 17.39 |
| 05 | 25 | 25 | 100.00 | 20.00 | 48.00 | 28.00 | 4.00 |
| 06 | 18 | 18 | 100.00 | 22.22 | 16.67 | 33.33 | 27.78 |
| 07 | 19 | 19 | 100.00 | 10.53 | 31.58 | 52.63 | 5.26 |
| 08 | 18 | 18 | 100.00 | 5.56 | 22.22 | 50.00 | 22.22 |

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the LARC than other public assessment reports.

2015–16 CAASPP Assessment Results – Mathematics, Grades Three through Eight and Eleven

Table 8 displays the most recent year data in student achievement in mathematics in grades three through eight and eleven.

Table 8 Mathematics

| Grade | Total Enrollment | Number Tested | Percent Tested | Percent Standard Not Met | Percent Standard Nearly Met | Percent Standard Met | Percent Standard Exceeded |
|-------|------------------|---------------|----------------|--------------------------|-----------------------------|----------------------|---------------------------|
| 03 | 24 | 24 | 100.00 | 8.33 | 29.17 | 54.17 | 8.33 |
| 04 | 23 | 23 | 100.00 | 17.39 | 52.17 | 17.39 | 13.04 |
| 05 | 25 | 25 | 100.00 | 12.00 | 52.00 | 20.00 | 16.00 |
| 06 | 18 | 18 | 100.00 | 11.11 | 27.78 | 33.33 | 27.78 |
| 07 | 19 | 19 | 100.00 | 10.53 | 15.79 | 47.37 | 26.32 |
| 08 | 18 | 18 | 100.00 | 16.67 | 22.22 | 22.22 | 38.89 |

2015-16 California Physical Fitness Report
Overall - Summary of Results
Columbine Elementary

| Physical Fitness Area | Total Tested ¹ in Grade 5 | Number Grade 5 Students in HFZ ² | % Grade 5 Students in HFZ | % Grade 5 Students in Needs Improvement | % Grade 5 Students in Needs Improvement - Health Risk | Total Tested ¹ in Grade 7 | Number Grade 7 Students in HFZ ² | % Grade 7 Students in HFZ | % Grade 7 Students in Needs Improvement | % Grade 7 Students in Needs Improvement - Health Risk | Total Tested ¹ in Grade 9 | Number Grade 9 Students in HFZ ² | % Grade 9 Students in HFZ | % Grade 9 Students in Needs Improvement | % Grade 9 Students in Needs Improvement - Health Risk |
|--------------------------|--------------------------------------|---|---------------------------|---|---|--------------------------------------|---|---------------------------|---|---|--------------------------------------|---|---------------------------|---|---|
| Aerobic Capacity | 20 | 12 | 60.0 | 20.0 | 20.0 | 17 | 11 | 64.7 | 17.6 | 17.7 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Body Composition | 20 | 9 | 45.0 | 25.0 | 30.0 | 17 | 10 | 58.8 | 17.6 | 23.6 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Abdominal Strength | 20 | 12 | 60.0 | 40.0 | N/A | 17 | 16 | 94.1 | 5.9 | N/A | 0 | 0 | 0.0 | 0.0 | N/A |
| Trunk Extension Strength | 20 | 20 | 100.0 | 0.0 | N/A | 17 | 17 | 100.0 | 0.0 | N/A | 0 | 0 | 0.0 | 0.0 | N/A |
| Upper Body Strength | 20 | 17 | 85.0 | 15.0 | N/A | 17 | 13 | 76.5 | 23.5 | N/A | 0 | 0 | 0.0 | 0.0 | N/A |
| Flexibility | 20 | 14 | 70.0 | 30.0 | N/A | 17 | 15 | 88.2 | 11.8 | N/A | 0 | 0 | 0.0 | 0.0 | N/A |

¹ Includes partially tested students

² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute

^{**} To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Attachments for 2015-16 Physical Fitness Test (PFT) Results

PFT Results for 2015-16 Attachment: Tables 1 through 4.

Table 1. 2016 Estimated Percentage of Grade Five, Seven, and Nine Students in Fitness Areas by Healthy Fitness Zone¹ (HFZ)

| Physical Fitness Areas | Number of Grade 5 Students ² Tested | Percentage of Grade 5 Students in HFZ | Percentage of Grade 5 Students in NI ³ | Percentage of Grade 5 Students in NI-Health Risk ⁴ | Number of Grade 7 Students ² Tested | Percentage of Grade 7 Students in HFZ | Percentage of Grade 7 Students in NI ³ | Percentage of Grade 7 Students in NI-Health Risk ⁴ | Number of Grade 9 Students ² Tested | Percentage of Grade 9 Students in HFZ | Percentage of Grade 9 Students in NI ³ | Percentage of Grade 9 Students in NI-Health Risk ⁴ |
|-------------------------|--|---------------------------------------|---|---|--|---------------------------------------|---|---|--|---------------------------------------|---|---|
| Aerobic Capacity | 459,715 | 63.2 | 30.0 | 6.8 | 448,442 | 65.1 | 24.8 | 10.1 | 440,139 | 63.5 | 23.4 | 13.1 |
| Body Composition | 459,715 | 59.6 | 19.7 | 20.7 | 448,442 | 61.9 | 19.1 | 19.0 | 440,139 | 63.8 | 18.7 | 17.5 |
| Abdominal Strength | 459,715 | 72.9 | 27.1 | N/A | 448,442 | 80.3 | 19.7 | N/A | 440,139 | 84.4 | 15.6 | N/A |
| Trunk Extensor Strength | 459,715 | 85.0 | 15.0 | N/A | 448,442 | 87.3 | 12.7 | N/A | 440,139 | 90.3 | 9.7 | N/A |
| Upper Body Strength | 459,715 | 64.7 | 35.3 | N/A | 448,442 | 67.1 | 32.9 | N/A | 440,139 | 72.6 | 27.4 | N/A |
| Flexibility | 459,715 | 72.4 | 27.6 | N/A | 448,442 | 80.1 | 19.9 | N/A | 440,139 | 84.8 | 15.2 | N/A |

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute.

² Includes partially tested students.

³ NI = Needs Improvement.