

School Accountability Report Card

Issued Spring 2013 for Academic Year 2011-12

What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).

The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandi.net/page/1598

Challenger Middle School

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School Description and Mission Statement

As a community, we work to develop and nurture life-long learners, a love of learning, the pursuit of personal excellence, responsible citizens of good character, a safe environment, and a community that embraces diversity. Challenger Middle School maintains a traditional schedule and is located in the community of Mira Mesa, north of the MCAS Miramar. Our school is named in honor of the Space Shuttle Challenger, and its courageous crew, which included the first teacher in space, Christa McAuliffe. Challenger opened its doors in 1996. Since then, we have been recognized twice as a California Distinguished School—in 2001 and 2009.

The schoolwide API has increased approximately 100 points in the past five years, which has equated to an API of 908. Our community is focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities are available for students in need of supplementary assistance including after-school tutoring and in-school support classes. Students who are eligible for Gifted And Talented Education (GATE) are served in “cluster” and “seminar” classes. Supports are provided for English Language Learners and for students with special needs.

Faculty members teaching common grade levels and content areas are provided the opportunity to work collaboratively to analyze data and create common assessments. Using the data from the assessments, teachers are able to update course sequences, pacing guides, and develop new units of study to improve student achievement. Teachers share their “best practices” and insights, which lead to modifications that increase access to standards-based grade-level material.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district's Parent Outreach and Engagement Department serves as a national model in providing opportunities and effective methods for parents, guardians, and family members to participate in the educational process. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Challenger's parents and community volunteers take on many roles to support our students and staff. Our parents and community members are invited to supervise our students during field trips, lunch time, after-school sports, and club events.

Parents are equal partners at Challenger. We communicate to our parents using the following: Challenger's school website, ParentConnection (which allows parents to view their students' attendance, scholarship, and test scores via the Internet), Parent Teacher Student Association meetings, Dads' Club, Principal's Chat, School Site Council, School Governance Team, District Advisory Council, English Learner Advisory Committee, Blackboard Connect, and e-mail.

Parents play a critical role in school success by making sure expectations are consistent at school and at home. To support collaboration, Challenger offers a series of parent workshops to support parents and their students as they transition into and through middle school.

If you want to get involved, please contact Julie Vitale at (858) 586-7001, ext. 2211.

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Data and Access

Most of the data in this SARC are from the 2011–12 school year or the two preceding years (2009–10 and 2010–11). Graduation, dropout, and fiscal data are from 2010–11. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public K–12 school districts and schools.

DataQuest

DataQuest is an on-line data tool (dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 5, 2011
6	355
7	361
8	356
TOTAL	1,072

Student Enrollment by Group (2011–12)

Student Group	Number of Students	Percentage of Enrollment
African American	63	5.9
Asian	70	6.5
Filipino	260	24.3
Hispanic	218	20.3
Indochinese	176	16.4
Native American	5	0.5
Pacific Islander	11	1.0
White (Not Hispanic)	184	17.2
Two or More Races	85	7.9
Socioeconomically Disadvantaged	478	44.6
English Learners	103	9.6
Students with Disabilities	86	8.0

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2009–10				2010–11				2011–12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	30	4	8	24	33	0	9	13	31	2	8	13
Mathematics	31	3	9	26	28	4	9	9	29	5	13	8
Science	31	2	10	18	32	3	2	18	34	1	4	16
History–Social Science	29	4	16	12	33	0	8	14	32	1	5	16

School Climate

School Safety Plan (2011–12)

Last Review/Update: November 13, 2012

Last Discussed with Staff: November 13, 2012

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Challenger employs part-time campus supervision aides. Certificated staff members are assigned supervision before and after school. Staff members are asked to stand at their classroom doors during passing periods and to never to leave students unattended in classrooms. Administration and counseling staff members are visible on supervision posts before and after school and during lunch. Students with special needs riding the bus to and from school are supervised as they board and depart. A staff member assists students as they use the crosswalk before and after school. School gates are locked during school hours. During school hours visitors must enter through the main office, sign-in and receive a visitor's pass. Challenger has been outfitted with surveillance cameras to assist in campus security.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2009–10		2010–11		2011–12	
		School	District	School	District	School	District
Suspensions	Number	106	13,199	104	12,693	34	10,362
	Rate per 100 students	9.71	22.27	9.15	21.31	3.17	16.15
Expulsions	Number	2	260	3	210	0	205
	Rate per 100 students	0.18	0.49	0.26	0.32	0.00	0.39

School Facilities

School Facility Conditions and Improvements (2012–13)

Challenger is a modern facility with attractively maintained grounds in a quiet neighborhood. The staff and community are committed to a clean and attractive campus in order to extend Challenger's positive culture.

All classrooms have been equipped via the Integrated 21st-Century (i21) Interactive Classrooms Initiative. The technology is designed to create an engaging and personalized learning environment. The main components include an interactive whiteboard, an audio/visual cabinet, a wireless voice amplification system, an advanced document camera, a DVD player, a class set of laptops, and a teacher's presentation station. Teachers attend ongoing training to provide a continuous integration of a standards-based instructional program using technology.

School Facility Good-Repair Status (2012–13)

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

Inspection Date:

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer					Facilities inspections are ongoing throughout the school year. This table will be updated when inspection results become available.
Interior: Interior surfaces					
Cleanliness: Overall, pest/vermin					
Electrical: Interior/exterior					
Restrooms/fountains					
Safety: Fire safety/hazardous materials					
Structural: Damage, roofs					
External: Playground, gates, fences					
Overall Rating					

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers’ qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers	School			District
	2009–10	2010–11	2011–12	2011–12
Full credential and teaching in subject area	40	43		
Full credential but teaching outside subject area	3	4		
Without full credential	0	0		
Total	43	47		

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2012–13, the most current data are reported.

Indicator	2010–11		2011–12		2012–13	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2011–12)

The No Child Left Behind (NCLB) Act requires all teachers of core academic subjects to be “highly qualified.” In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 25 percent or lower in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Support Staff

Academic Counselors and Other Support Staff Members (2011–12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	3.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	1.0	
Social Worker	0.0	
Nurse	0.6	
Speech/Language/Hearing Specialist	0.6	
Resource Specialist (Non-Teaching)	0.0	
Other	0.0	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2012–13)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected on October 29, 2012.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Are These Textbooks and Instructional Materials from the Most Recent Adoption?
English Language Arts	0	Yes
Health	0	Yes
History–Social Science	0	Yes
Mathematics	0	Yes
Science	0	Yes
Science Laboratory Equipment (grades 9–12)	0	Yes
Visual and Performing Arts	0	Yes
World Language	0	Yes

List of Textbooks and Instructional Materials Used in Core Subject Areas (2012–13)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district's courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at www.sandi.net/page/1605.

Instructional Planning and Scheduling

Professional Development

The Instructional Support Services Department collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening pedagogy and content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, Special Education students, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, they conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

School Finances

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2010–11)

This table displays this school’s expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school’s per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,435	\$1,058	\$4,377	\$66,005
District			\$5,026	\$64,014
Difference: School Site and District (%)			-12.9	3.1
State			\$5,455	\$68,835
Difference: School Site and State (%)			-19.8	-4.1

Types of Services Funded (Fiscal Year 2011–12)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$38,347	\$41,455
Mid-Range Teacher Salary	\$58,269	\$66,043
Highest Teacher Salary	\$78,416	\$85,397
Average Principal Salary (Elementary School Level)	\$105,878	\$106,714
Average Principal Salary (Middle School Level)	\$109,361	\$111,101
Average Principal Salary (High School Level)	\$115,766	\$121,754
Superintendent Salary	\$245,192	\$223,357
Percentage of Budget for Teachers' Salaries	39%	39%
Percentage of Budget for Administrative Salaries	5%	5%

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The CSTs show how well students are doing in relation to the state's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history–social science in grades 8 and 9–11.

The CMA is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards, with or without accommodations. The CMA includes ELA for grades 3–11; mathematics for grades 3–7, algebra I, and geometry; and science for grades 5, 8, and life science in grade 10.

The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

General information about the STAR Program and detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: star.cde.ca.gov.

STAR Program Results

STAR scores are ranked according to five “performance levels”: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

STAR: English–Language Arts

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
6	72.8	74.9	81.4	60.5	58.8	63.8	56	55	59
7	66.4	73.0	84.1	56.5	61.4	65.0	55	57	62
8	75.3	79.7	81.3	57.1	60.1	63.8	54	57	59

STAR: Mathematics

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
6	63.4	68.0	77.8	54.8	55.4	58.0	52	53	55
7	70.6	71.9	82.2	52.5	55.9	58.2	52	49	55
8	56.5	54.5	56.8	38.9	40.1	42.4	43	44	46

STAR: Grade-Level Science

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
8	78.2	79.9	89.0	60.0	65.0	70.1	59	63	66

STAR: History–Social Science

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
8	64.7	64.4	72.9	47.7	51.4	55.9	47	50	52

The following table shows the percentage of all students, at this school and in the district, who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

2011–12 STAR: All Students

Student Group	Percentage of Students Scoring at Proficient or Advanced Levels*				
	English–Language Arts	Mathematics	Grade-Level Science	End-of-Course Science	History–Social Science
All at this school	82.3	72.2	89.0	—	72.9
All in the district	60.4	50.9	42.4	63.9	50.2

The following tables show the percentage of students in various state-defined student groups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

2011–12 STAR Student Groups: English–Language Arts

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
6	78.8	84.4	25.0	85.0	76.0	85.5	*	83.0
7	80.7	87.6	26.7	86.9	76.3	89.6	71.4	84.7
8	76.8	85.5	45.5	82.5	76.3	85.4	50.0	82.5

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Mathematics

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
6	79.2	76.3	35.0	80.5	67.6	85.5	*	78.7
7	82.8	81.5	46.7	83.9	77.2	85.6	44.4	84.3
8	53.9	59.6	42.9	57.5	48.4	63.9	20.0	58.6

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Grade-Level Science

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	89.6	88.4	58.3	90.1	88.8	89.1	83.3	89.2

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: History–Social Science

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	73.8	72.0	20.0	75.3	65.8	78.9	35.0	75.2

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: English–Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
6	76.5	86.7	82.5	70.8	82.5	*	*	90.7	—
7	75.0	89.5	88.4	75.8	84.2	*	*	85.7	—
8	81.3	100.0	81.4	71.4	81.1	*	*	80.3	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
6	64.7	83.3	82.5	59.7	89.5	*	*	83.3	—
7	80.0	94.7	88.6	66.2	89.7	*	*	80.5	—
8	40.0	88.9	61.6	29.0	75.9	*	*	51.5	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
8	86.7	100.0	83.9	82.5	94.3	*	*	93.8	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
8	58.8	94.4	75.9	57.6	79.6	*	*	75.8	—

* = 10 or fewer students tested; — = no data available for this field.

California Physical Fitness Test Results (2011–12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.3	29.8	38.8

* = 10 or fewer students tested; — = no data available for this field.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API website at www.cde.ca.gov/ta/ac/ap/.

API Ranks: Three-Year Comparison

This table displays the school’s statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar-schools rank of 1 means that the school’s academic performance is in the lowest 10

percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	9	9	9

API Changes by Student Group: Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: A dash (—) means that the student group is not numerically significant for the years shown, “B” means the school did not have a valid 2011 API Base and therefore will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

Student Group	Actual API Change		
	2009–10	2010–11	2011–12
All Students at the School	11	14	30
African American	—	—	—
Asian	5	3	23
Filipino	13	3	28
Hispanic	-3	39	42
Native American	—	—	—
Pacific Islander	—	—	—
White (not Hispanic)	24	13	-3
Two or More Races	—	—	—
Socioeconomically Disadvantaged	11	18	37
English Learners	15	29	53
Students with Disabilities	—	—	—

2012 API Growth Comparison by Student Group

This table displays, by student group, the number of students included in the API and the 2012 Growth API scores at the school, district, and state levels.

Note: A dash (—) means that the student group is not numerically significant, “B” means the school did not have a valid 2011 API Base and therefore will not have any 2012 growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

Student Group	2012 Growth API					
	School		District		State	
	Number of Students	API Score	Number of Students	API Score	Number of Students	API Score
All Students at the School	1022	908	79,205	808	4,664,264	788
African American	55	869	7,725	739	313,201	710
Asian	246	946	7,418	881	404,670	905
Filipino	247	927	5,060	870	124,824	869
Hispanic	212	853	35,701	746	2,425,230	740
Native American	5	—	221	812	31,606	742
Pacific Islander	10	—	519	786	26,563	775
White (not Hispanic)	171	905	18,673	898	1,221,860	853
Two or More Races	74	923	3,800	878	88,428	849
Socioeconomically Disadvantaged	455	878	50,699	756	2,779,680	737
English Learners	264	865	29,484	728	1,530,297	716
Students with Disabilities	94	738	9,587	627	530,935	607

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2011–12)

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

AYP Criteria	School	District
Overall	No	No
Participation Rate—English—Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English—Language Arts	Yes	No
Percentage Proficient—Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (2011–12)

Schools that receive funding from the federal government under Title I must enter federal 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. Detailed information about PI identification can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010–11	2009–10
Year in Program Improvement	2	3
Number of Schools Currently in Program Improvement*		130
Percentage of Schools Currently in Program Improvement*		58.3

* Includes charter schools

School Completion and Postsecondary Preparation (Secondary Schools)

This section does not apply to this school.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Middle Level					
ELA	5	English 5th (middle)	<i>A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
ELA	6–8	English 6th–8th	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002	2002–03
ELD	6–8	ESL Level 1	<i>Keys to Learning</i> , Pearson Longman	2005	2008–09
ELD	6–8	ESL Level 2	<i>Shining Star Level A</i> , Pearson Longman	2004	2008–09
ELD	6–8	ESL Level 3	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002	2002–03
Health	6	Health Education 6th–8th	<i>California Health and Wellness, Grade 6</i> , Macmillan/McGraw-Hill	2006	2006–07
Health	7	Health Education 6th–8th	<i>California Health and Wellness, Grade 7</i> , Macmillan/McGraw-Hill	2006	2006–07
Health	8	Health Education 6th–8th	<i>California Health and Wellness, Grade 8</i> , Macmillan/McGraw-Hill	2006	2006–07
H-SS	6	Social Studies 6th	<i>Holt CA Social Studies: World History, Ancient Civilizations</i> , Holt McDougal	2006	2007–08
H-SS	7	World History 7th	<i>Holt CA Social Studies: World History, Medieval to Early Modern Times</i> , Holt McDougal	2006	2007–08
H-SS	8	U.S. History 8th	<i>Holt CA Social Studies: U.S. History, Independence to 1914</i> , Holt McDougal	2006	2007–08
Math	6	Mathematics 6th	<i>Prentice Hall Mathematics: Grade 6, California Edition</i> , Prentice Hall	2009	2009–10
Math	7	Pre-Algebra 7th	<i>Prentice Hall Mathematics: Pre-Algebra, California Edition</i> , Prentice Hall	2009	2009–10
Math	7	Pre-Algebra Advanced	<i>Prentice Hall Mathematics: Pre-Algebra, California Edition</i> , Prentice Hall	2009	2009–10
Math	8	Algebra Readiness MS	<i>Prentice Hall California Algebra Readiness</i> , Pearson Prentice Hall	2009	2008–09
Math	7–8	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009	2009–10

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Math	7-8	Algebra 1-2 Advanced	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009	2009-10
Math	8	Geometry 1,2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2008	2009-10
Math	8	Geometry 1,2 Advanced	<i>Geometry</i> , McDougal Littell	2004	2004-05
Science	6	Science 6th	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008-09
Science	7	Science 7th	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2007	2008-09
Science	7	Science 7th - Computers & Technology 1,2	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2007	2008-09
Science	8	Science 8th	<i>Interactions in Physical Science, California Edition</i> , It's About Time	2007	2008-09
Science	8	Science 8th 1,2 Advanced	<i>Interactions in Physical Science, California Edition</i> , It's About Time	2007	2008-09
VAPA	5-8	Band 5th-8th Beginning	<i>Essential Elements 2000</i> , Hal Leonard	2000	2000-01
VAPA	5-8	Band 5th-8th Intermed.	<i>Essential Elements 2000</i> , Hal Leonard	2000	2000-01
VAPA	6-8	Band 6th-8th Advanced	<i>Essential Elements 2000</i> , Hal Leonard	2000	2000-01
VAPA	5-8	Chorus 5th-8th Beginning	Site-selected	n/a	n/a
VAPA	5-8	Chorus 5th-8th Intermediate	Site-selected	n/a	n/a
VAPA	6-8	Chorus 6th-8th Advanced	Site-selected	n/a	n/a
VAPA	6-8	Guitar 6th-8th Beginning-Intermediate	<i>The Art of Guitar, Beginning Class Method</i> , Kjos	1997	2000-01
VAPA	6-8	Instrumental Ensemble 6th-8th	Site-selected	n/a	2005-06
VAPA	5-6	Music 5th-6th	<i>Share the Music, Grade 6</i> , McGraw-Hill -or- <i>Music!</i> , 2006 Glencoe	1995 2006	1999-2000
VAPA	7-8	Music 6th-8th	<i>Share the Music</i> , McGraw-Hill	1998	1999-2000
VAPA	5-8	Orchestra 5th-8th Beginning	Site-selected	n/a	2005-06
VAPA	5-8	Orchestra 5th-8th Intermediate	Site-selected	n/a	2005-06
VAPA	6-8	Orchestra 6th-8th Advanced	Site-selected	n/a	2005-06
VAPA	6-8	Theatre Wheel 6th-8th	Site-selected	n/a	n/a
VAPA	7	Art 7th	<i>A World of Images</i> , Davis Publications	1992	1996-97
VAPA	8	Art 8th	<i>A World of Images</i> , Davis Publications	1992	1996-97
VAPA	5-6	Arts 5th-8th	<i>Portfolios</i> , Barrett Kendall	2000	1999-2000
WL	7-8	American Sign Language 1-2	<i>Learning American Sign Language</i> , Pearson	2004	2004-05
WL	8	American Sign Language 3-4	<i>Signing Naturally Curriculum, Level 2</i> , Dawn Sign Press	1988	1996-97
WL	7-8	Filipino 1-2	<i>Learn Filipino: Book 1</i> , Magsimba Press	2008	2008-09
WL	8	Filipino 1-2	<i>Learn Filipino: Book 1</i> , Magsimba Press	2008	2008-09
WL	7-8	French 1-2	<i>Bien Dit! Level 1</i> , Holt McDougal	2008	2009-10
WL	8	French 3-4	<i>Bien Dit! Level 2</i> , Holt McDougal	2008	2010-11
WL	7-8	German 1-2	<i>Komm Mitt! Level 1</i> , Holt McDougal	2006	2009-10
WL	8	German 3-4	<i>Komm Mitt! Level 2</i> , Holt McDougal	2006	2009-10
WL	7-8	Japanese 1-2	<i>Adventures in Japanese, Level 1</i> , Cheng & Tsui	2002	2004-05
WL	8	Japanese 3-4	<i>Adventures in Japanese, Level 2</i> , Cheng & Tsui	2004	2005-06
WL	7-8	Latin 1-2	<i>Jenney's First Year Latin</i> , Prentice Hall	1989	2000-01
WL	8	Latin 3-4	<i>Jenney's Second Year Latin</i> , Prentice Hall	1990	2000-01
WL	7-8	Spanish 1-2	<i>Avancemos! Level 1</i> , Holt McDougal	2007	2009-10
WL	8	Spanish 3-4	<i>Avancemos! Level 2</i> , Holt McDougal	2010	2010-11
WL	7-8	Spanish for Spanish Speakers 1-2	<i>Nuevas Vistas: Curso de Introduccion</i> , Holt McDougal	2006	2007-08
WL	8	Spanish for Spanish Speakers 3-4	<i>Nuevas Vistas: Curso Uno</i> , Holt McDougal	2006	2007-08

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History-Social Science; VAPA = Visual & Performing Arts; WL = World Languages