

# School Accountability Report Card

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*Reported for School Year 2007-08*

*Published during 2008-09*



## **MONTEREY BAY CHARTER SCHOOL**

### School Office and Grades 1-8

1004 David Avenue  
Pacific Grove, CA 93950  
(831) 655-4638

### Kindergarten Classes

900 Coe Avenue, Seaside

[www.mbcharterschool.org](http://www.mbcharterschool.org)

Cassandra Gallup Bridge, Director  
e-mail: [director@mbcharterschool.org](mailto:director@mbcharterschool.org)

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. For additional information about the school, parents and community members should contact the school principal or the district office.

# I. Data and Access

## DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, 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 works station may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# II. About This School

## Contact Information (School Year 2008-09)

*This section provides the schools contact information.*

School		District	
School Name	Monterey Bay Charter	District Name	Monterey County Office of Education
Street	1004-B David Ave.	Phone Number	831-755-0301
City, State, Zip	Pacific Grove , CA 93950	Web Site	www.monterey.k12.ca.us
Phone Number	831-655-4638	Superintendent	Nancy Kotowski
Principal	Cassandra Gallup Bridge	E-mail Address	
E-mail Address	office@mbcharterschool.org	CDS Code	27-10272-0112177

## School Description and Mission Statement (School Year 2007-08)

*This section provides information about the school's goals and programs.*

The 2007-08 school year is behind us and we have much to celebrate. In our second year with the Monterey County Office of Education as our charter authorizer, we

- continued a collaborative process that has broadened and deepened the work at MBCS,
- successfully integrated the creative, art-based approach of Waldorf pedagogy with the California State Standards,
- exceeded our Academic Performance Index (API) goals in the 2007-08 school year by reaching 806, placing MBCS among the highest ranked schools in Monterey County,
- increased enrollment in all grades with wait lists in most grades.

Monterey Bay Charter School is located at two sites: two Kindergarten classrooms are leased from Fitch Middle

School (under Proposition 39 provisions from MPUSD) and the school office and 1<sup>st</sup> through 8<sup>th</sup> grades are located at leased facilities in Pacific Grove (PGUSD). The school's intention is to move to a location suitable for the whole school and centrally located to improve accessibility for families who drive from all parts of Monterey Bay.

We welcome visitors to come to our school to see how Waldorf methods, integrated with traditional academics, can produce such phenomenal results. The school meets the needs of a wide range of children's learning styles by integrating academics and the creative arts to effectively educate the "whole child." We are committed to a hands-on approach in a small public school setting in which artistic and creative expression deepen and enhance traditional academics.

Our approach includes specialty classes in

- Spanish for all grades
- instrumental music with flutes for all grades and violins for 4<sup>th</sup> – 7<sup>th</sup> grades
- technology instruction for 6<sup>th</sup> – 8<sup>th</sup> grades
- outdoor education, archery, woodworking, textile handwork and other skills for all grades

In 2007-08 we introduced a string instrument music program for the 4th and 5th grades. We believe that creativity and exploration are an essential part of the American educational experience, and that today's students will need those skills to face the challenges of the 21st century.

Our school community is committed to serving students of all cultures and backgrounds and to prepare students to work cooperatively with others in our diverse society. In 2007-08, a Diversity Task Force was established to develop a Strategic Diversity Plan that will assess all aspects of the school and work towards reflecting the demographics of the communities we serve. Our multicultural curriculum includes modules in ancient and modern civilizations, mythology, history and geography, all geared toward an appreciation of the contributions of all people to our modern world.

As we are a public charter school open to all, our enrollment is healthy with wait lists in each grade as we continue to reach out to the community. Through the process of securing our charter through MCOE, we have captured a groundswell of support and commitment for our alternative to traditional public schools.

We are grateful and extend our heartfelt thanks to the staff and Board of Trustees of the MCOE, our faculty and staff, the Diversity Task Force, the Board of Directors and the many families that have made our dream of a school into reality.

## Mission Statement

MBCS is a partnership of diverse and committed families and faculty providing a Waldorf-inspired K-8 public education, which empowers children to discover their gifts, enjoy a full, and enduring childhood, and to pursue lifelong learning.

## Vision

The vision of Monterey Bay Charter School is to be a place that strategically, effectively and, in partnership with the community, provides a fully integrated Waldorf-inspired, public charter school education that reflects our core values and the diversity of the community of families of Monterey County.

## Opportunities for Parental Involvement (School Year 2007-08)

Monterey Bay Charters School encourages parent involvement through volunteerism in all aspects of the school. Parents are members of the Board of Directors, Board oversight committees, school site committee, and Diversity Task Force. They are invited to volunteer field trip chaperones, to work in classrooms with teachers or help with the annual events such as Joyous Elves, May Faire, the Plant-a-thon (a "green" fundraiser). Any parent who has a concern may make an appointment to see the Director at any time.

Contact Person	Contact Phone Number
Cassandra Gallup Bridge, Director	(831) 655-4638

Through the leadership of the Parent Teacher Group (PTG) parents provided ongoing support for the success of the Monterey Bay Charter School. The PTG met periodically throughout the year playing an important role in coordinating parent volunteers for school activities and fundraising.

## Student Enrollment by Grade Level (School Year 2007-08) as of September 15, 2007

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	36
Grade 1	21
Grade 2	20
Grade 3	21
Grade 4	23
Grade 5	19
Grade 6	25
Grade 7	24
Grade 8	20
Total Enrollment	209

## Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.91%
American Indian or Alaska Native	%
Asian	0.96%
Filipino	%

Hispanic or Latino	3.83 %
Pacific Islander	%
White (not Hispanic)	71.29 %
Multiple or No Response	22.01 %
Socio-economically Disadvantaged	13 %
English Learners	1 %
Students with Disabilities	13 %

## Average Class Size and Class Size Distribution as of June 13, 2008

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	20	2			18.9	2		
1	20.2	1			19.5	1		
2	19.2	1			21		1	
3	19.9	1			20.4	1		
4	21.5		1		21.1		1	
5	15.1	1			16.7	1		
6	16.5	1			24.2		1	
7	21.3		1		24		1	
8	9.4	1			19.3	1		
<b>Total Enrollment</b>	163.1				185.1			

## III. School Climate

### School Safety Plan (School Year 2007-08)

*This section provides information about the school's comprehensive safety plan.*

Monterey Bay Charter School's comprehensive safety plans is updated, approved by the school's Board of Directors and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster, and incident procedures for the range of contingencies for which today's schools must prepare in order to assure the safety of students and staff. All school classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. Our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. With the help of police and emergency services departments, we run monthly drills with students and staff to practice preparedness, interagency communication, and rapid response. School safety plan updates are approved by the Board in June of each year and are reviewed annually.

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

*This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.*

Monterey Bay Charter School grades one through eight is located in a building erected in the 1950s located adjacent to the back gate of Pebble Beach and a forest. It is a four-acre site with a field, playground equipment and a baseball diamond available for physical education, recess, and trail walks.

The site consists of eight classrooms; a multi-purpose room used for reading and math remediation, faculty computer lab, a stage, and space for small group work; office space, and a small conference room. The front is landscaped with grass, a variety of shrubs and trees, and a garden for the third grade curriculum.

Due to a lack of space on the Pacific Grove site, kindergarten is located on the Fitch Middle School campus in Seaside. There is a fenced in play area equipped with a playhouse, hay bales, and play equipment. A third room is used for the before and after-school childcare program. This campus is safe, clean and well-lit. There is a football field and forested areas available for events or trail walks.

A local area network provides high-speed (20 Mbs) cable internet access to all the classrooms at the Pacific Grove site. All areas of all campus are regularly evaluated for trip-fall, environmental and other safety hazards. The Pacific Grove campus restrooms and office is cleaned and maintained by night janitor whose work is regularly evaluated by the school Director. The Kindergarten Aides/Faculty maintains the Fitch campus classrooms. MBCS staff members clean the restrooms daily.

A site inspection was completed 10/1/08 indicated the following deficiencies. This table shows what action has been taken since that time.

The FIT rating was 75.86% or 'Fair' and the school is striving to bring the facilities to a 'Good' standing. The facilities were not maintained by PGUSD and have many inherent problems that cannot be fixed without causing financial hardship. Regardless, the school has made many strides in facilities improvements this school year.

<b>Problem</b>	<b>Action Taken</b>	<b>Completed/Next Steps</b>
One classroom does not have heat	PGUSD responsibility; needs periodic repair	Incomplete
One classroom is consistently over 80 degrees	PGUSD responsibility; needs periodic repair	Incomplete
Windows in several classrooms have mini bullet holes and one window is cracked	Not financially feasible to repair as it would mean replacing very old window frames	Incomplete
Ceiling tiles are hanging down in some classrooms	Tiles have been put in place	Completed
One emergency exit sign is not lit in the main office	Repaired	Completed
The boy's bathroom urinal is extremely difficult to operate and malfunctions periodically	PGUSD contacted; responded that they do not take responsibility for the plumbing to the urinal. Drains have not been unclogged	MBCS is attempting to have the urinals properly repaired

Playground equipment is rusted through and poses a safety hazard; many play structures do not have a free-fall zone	Repaired by replacing rusted out parts with new steel.	Completed
Drinking fountains do not work	Not financially feasible to repair	Drinking fountains are turned off and are unusable; bottled water is provided
Door locks lacking metal plates making the rooms easy to break in	PGUSD installed metal plates	Completed

## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site for the Pacific Grove campus inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Yes			
Mechanical Systems		Yes		PGUSD notified of leak in small generator in the boiler room 5/11/09
Windows/Doors/Gates (interior and exterior)		Yes		BB guns holes need repair. PGUSD notified September, 2008
Interior Surfaces (walls, floors, and ceilings)	Yes			
Hazardous Materials (interior and exterior)	Yes			
Structural Damage	Yes			
Fire Safety	Yes			
Electrical (interior and exterior)	Yes			
Pest/Vermin Infestation	Yes			
Drinking Fountains (inside and outside)	N/A			Water fountains are not used on campus. Filtered water is provided for all students and staff.
Restrooms			Yes	Boys urinals are difficult to flush causing an odiferous environment. Discussions are underway with PUGSD to clear the drains and upgrade the mechanism or block off the urinals permanently.
Sewer			Yes	See above
Playground/School Grounds	Yes			
Roofs	Yes			
Overall Cleanliness	Yes			

## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site for the Seaside campus inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

Gas Leaks	Yes			
Mechanical Systems	Yes			
Windows/Doors/Gates (interior and exterior)	Yes			
Interior Surfaces (walls, floors, and ceilings)	Yes			
Hazardous Materials (interior and exterior)	Yes			
Structural Damage	Yes			
Fire Safety	Yes			
Electrical (interior and exterior)	Yes			
Pest/Vermin Infestation	Yes			
Drinking Fountains (inside and outside)	N/A			
Restrooms	Yes			
Sewer	Yes			
Playground/School Grounds		Yes		Play area requires expansion. Request submitted to MPUSD in September 2008. MPUSD intends to expand the play area for the 2009-2010 school year.
Roofs	Yes			
Overall Cleanliness	Yes			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary Pacific Grove Campus		Yes		
Overall Summary Seaside Campus	Yes			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential		6	7	151
Without Full Credential		4	4	33
Teaching Outside Subject Area of Competence		0	0	0

## Teacher Mis-assignments and Vacant Teacher Positions

This table displays the number of teacher mis-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	81.3	18.7
High-Poverty Schools in District	90.3	9.7
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A

Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.6	N/A
Other (Reading / Math Remediation)	1.0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2007-08)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	MBCS provides high quality textbooks, novels, readers, and instructional materials for all students.	0%
Mathematics	MBCS provides high quality textbooks and instructional materials for all students.	0%
Science	MBCS provides high quality textbooks, lab equipment, and instructional materials for all students.	0%
History-Social Science	MBCS provides high quality textbooks and instructional materials for all students.	0%
Foreign Language	MBCS provides high quality instructional materials for all students, and is in the process of purchasing textbooks for Spanish.	0%
Health	MBCS provides high quality instructional materials for all students.	0%
Visual and Performing Arts	MBCS provides high quality instructional materials for all students.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,770	\$1,384	\$7,386	\$47,405

County	\$8,502	N/A	N/A	\$63,960
Percent Difference – School Site and County	+3%	N/A	N/A	-26%
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

## Types of Services Funded (Fiscal Year 2007-08)

*This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.*

The types of services funded include the range of student services necessary for a Waldorf-inspired curriculum such as teachers, remediation support staff, administrative personnel, aides, and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, rent, utilities, insurance. Also includes enrichment programs such as vocal and instrumental music, art, foreign language, textile arts.

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent 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 on the [Certificated Salaries and Benefits](#) Web page.

Category	Site Amount	Average of Similar District in Same County
Beginning Teacher Salary	\$42,000	\$37,111
Mid-Range Teacher Salary	\$47,405	\$43,887
Highest Teacher Salary	\$53,575	\$63,604
Principal/Superintendent Salary	\$54,000	N/A
Percent of Budget for Teacher Salaries	28.04 %	N/A
Percent of Budget for Administrative Salaries	3.19 %	N/A

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not

tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

## CST 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			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts		56	59		23	34		43	46
Mathematics		48	52		21	32		40	43
Science		43	58		14	19		38	46
History-Social Science			53		8	11		33	36

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.

## CST Results by Student Group – Most Recent Year

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	55	45	*	*
Pacific Islander				
White (not Hispanic)	61	54	61	57
Male	53	47	64	*
Female	60	56	53	*
Economically Disadvantaged	53	25	*	*
English Learners	*	*		
Students with Disabilities	28	40	*	*
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.

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	42.9
7	54.5

*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.*

## X. 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](#) Web page.*

Monterey Bay Charter School's API for 2007-08 was 806, which was an increase of 21 points from the previous year and 16 points more than the goal. The substantial improvement shown by these numbers reflects on the school's curriculum adjustments made through benchmark assessments and preparation for STAR tests. In the two years the school has been chartered, significant strides have begun even though the school does not teach to the State standards but through our Waldorf-inspired pedagogy.

The similar school ranking shows Monterey Bay Charter School with a score of 2, however, with the strides we have achieved in two years we feel confident that the school will continue to make progress and reach a ranking of 4 very quickly.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 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 comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide			6
Similar Schools			2

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either

in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" 0112177
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	B	21	806
African American	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A			
Pacific Islander	N/A			
White (not Hispanic)	N/A		9	814
Socioeconomically Disadvantaged	N/A			
English Learners	N/A			
Students with Disabilities	N/A			

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## 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](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	16.7

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	-0-	-0-	-0-			31.6	3.1	3.5	4.4
Graduation Rate	-0-	-0-	-0-	100.0	90.3	87.5	85.0	83.0	79.5

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

*This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.*

Professional Development and collaboration days are made available to teachers throughout the year. Each teacher is provided one week of professional development training to prepare for the grade they will teach in the following year. Every Thursday is a minimum day to provide teachers with collaboration opportunities or to participate in professional development opportunities such as workshops, conferences, or seminars. Teachers are also provided a substitute for two in-service days at any time during the year.

Five teachers were working on their credentialing during the 2008-2009 school year, two teachers are participating in BTSA training. At the end of the year, two teachers will be continuing their credentialing and three will commence their first year of BTSA training.

Professional Development is based on the needs of school's strategic plan, LEA Plan, and each person's specific job requirements. Because student learning and success is the central focus of both of these documents, instructional strategies become an important part of staff discussion and professional growth.

*End of Report*