

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD



**N.E.W. Academy of Science and Arts
School**

Los Angeles Unified District

**Published During
2011-12**

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I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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. 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 workstation 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

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

NASA's mission is to create a child-centered environment where students are able to work cooperatively, become self-directed, think critically, develop self-esteem and self assurance, and have respect for cultural diversity. we have three specific performance objectives: 1) to promote student progress in academic and artistic achievement, with an emphasis on the arts and sciences, 2) to develop social, as well as community ethics and values in the students' character development with parental participation, and 3) to implement the most appropriate curriculum for every child after initial assessment.

Additionally, NASA implements the "Character Counts!" framework across its curriculum to help students develop good character in accordance with the program's Six Pillars - Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Based upon the unique needs of our student population, NASA offers a transitional bilingual program in which academic content is primarily taught in Spanish in grades K and first, while second through fifth grades are taught primarily in English. NASA has also experienced 5 years of consecutive growth in the number of students who test proficient or advanced on standardized math and Science assessments.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent involvement is a strong component of NASA's everyday operation. Since its inception NASA, parents are to complete 20 hours of service to the school each year. Activities are planned to assist parents in meeting the required school service hours and to accommodate those parents who are unable to attend due to conflicts and work schedules. Parents are always welcome to participate in the daily learning experiences taking place in the classrooms and throughout the entire school program. Parents are also involved in decision making and policy formulation through our School Cite Council. Parents also meet monthly in 'Coffee with the Principal' and are informed on events and progress. There are various committees or groups on which parents can serve. Parents can also participate in workshops provided to empower them in working with their children on academic success. Parents can also be involved in organizing annual events such as our Fall Festival and Science Fair. Finally, at the end of the school year, our parents are honored at our annual Parent Volunteer Tea.

Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	39
Grade 2	40
Grade 3	40
Grade 4	35
Grade 5	31
Total Enrollment	225

Student Enrollment by Group (School Year 2010-11)

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	Group	Percent of Total Enrollment
Black or African American	1.3	White	0
American Indian or Alaska Native	0.4	Two or More Races	0.00
Asian	0	Socioeconomically Disadvantaged	96.4
Filipino	0	English Learners	92.4
Hispanic or Latino	98.2	Students with Disabilities	7.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

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	Avg. Class Size	2008-09			2009-10			2010-11				
		Number of Classrooms			Number of Classrooms			Number of Classrooms				
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+		
K	20	2			20	2			20	2		
1	20	2			19	2			19.5	2		
2	20	2			20	2			19.5	1	1	
3	18	2			19	2			20	2		
4	16	2			18	2			17.5	2		
5	19	1			35		1		15.5	2		
K-3	0				0				0			
3-4	0				0				0			
4-8	0				0				0			
Other	0				0				0			

III. School Climate

School Safety Plan (School Year 2010-11)

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

Safety is one of the primary concerns of N.E.W. Academy of Science and Arts (NASA). We have a comprehensive Emergency plan that includes all state and federal requirements. Our plan was developed through a leadership consortium for safety and emergency preparedness. The objectives of the plan are to 1.) Protect the safety and welfare of students, employees and staff, 2.) Provide a safe and coordinated response to emergencies, 3) Protect the School's facilities and property, and 4) Enable the school to restore normal conditions with minimal confusion in the shortest time possible.

Emergency drills are routinely held for earthquake and fire preparedness as well as for Lock-down drills. Furthermore procedures and Policies NASA follows to Insure Health and Safety of Pupils and Staff include:

- Each employee furnishes the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)
- Each employee furnishes the school with Tuberculosis clearance.
- All enrolling students provide records documenting immunization against appropriate diseases.
- Policies for safe ingress and egress from school.
- Safety policies and regulations related to provision of food services.
- Staff are trained in CPR.

These policies will be reviewed on an ongoing basis in the school's staff development efforts and governing Board policies.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	7.1		5.26
Expulsions	0	0.004	0	0		0.01

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.










No current repairs needed, Passed city inspection conducted by the City of Los Angeles on August 23, 2011 Inspection conducted by Dan Mc Auliffe, Building inspector.

Handicap Accessibility inspection was conducted by the City of Los Angeles Building and Safety department. Inspection required to modify handicap ramps, handicap accessible hallways, make restrooms handicap accessible and place proper handicap signs.

Corrective action was taken by modifying schools to be handicap accessible; Schools are up to code.

School Facility Good Repair Status. (School Year 2011-12)

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

Inspected On: 8/23/2011	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating	—		—	—	

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	10	11	15	
Teachers without Full Credential	2	1	1	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

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 (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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in 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 schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99	1
All Schools in District	78	8.33
High-Poverty Schools in District	78	22
Low-Poverty Schools in District	83	17

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

All students, K - 5 are provided textbooks and materials for all content areas.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	MacMillan/McGraw-Hill Treasur/Tesoros. Textbooks available to all students. Scholastic leveled reading books. Fountas and Pinnell.	0	same as above
Mathematics	Houghton Mifflin. Textbooks available to all students. Math manipulative materials. Text is new and in excellent condition.	0	same as above
Science	Houghton Mifflin. Selection is recently purchased and is in very good condition.	0	same as above
History-Social Science	History-Social Science imbedded in MacMillan/MGraw-Hill Series. Houghton Mifflin, Comunidades and Gente textbook in Spanish. The Wonders workbooks.	0	same as above
Foreign Language	n/a	0	n/a
Health	see Science	0	n/a
Science Laboratory Equipment (grades 9-12)	n/a	0	n/a
Visual and Performing Arts	n/a	0	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,970.00	\$582.00	\$9,388.00	\$58,931.00
District	N/A	N/A		\$66,584.00
Percent Difference - School Site and District	N/A	N/A		-11.49
State	N/A	N/A	\$5,455.00	\$69,207.00
Percent Difference - School Site and State	N/A	N/A	72.1	-14.85

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

n/a

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,017
Mid-Range Teacher Salary	\$63,553	\$67,294
Highest Teacher Salary	\$78,906	\$86,776
Average Principal Salary (Elementary)	\$107,331	\$108,534
Average Principal Salary (Middle)	\$116,033	\$112,893
Average Principal Salary (High)	\$115,116	\$123,331
Superintendent Salary	\$250,000	\$226,417
Percent of Budget for Teacher Salaries	34	38
Percent of Budget for Administrative Salaries	5	5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	38%	34%	42%	38	41	44	49	52	54
Mathematics	60%	59%	69%	37	39	43	46	48	50
Science	24%	30%	61%	38	43	47	50	54	57
History-Social Science	0%	0%	0%	29	33	37	41	44	48

Standardized Testing and Reporting 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
All Students in the LEA	44	43	47	37
All Students at the School	42	69	61	0
Male	32	59	50	0
Female	51	79	77	0
Black or African American	0	0	0	0
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	42	69	61	0
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	68	60	0
English Learners	7	46	0	0
Students with Disabilities	8	17	0	0
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	16.1	3.2
7	0	0	0
9	0	0	0

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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	3	4	3
Similar Schools	9	9	6

Academic Performance Index Growth 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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	39	-8	40
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	35	-6	41
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	-8	37
English Learners	36	-11	30
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	800	728	778
Black or African American	N/A	678	696
American Indian or Alaska Native	N/A	745	733
Asian	N/A	893	898
Filipino	N/A	847	859
Hispanic or Latino	802	707	729
Native Hawaiian or Pacific Islander	N/A	761	764
White	N/A	862	845
Two or More Races	N/A	778	836
Socioeconomically Disadvantaged	797	711	726
English Learners	788	664	707
Students with Disabilities	565	527	595

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011-12)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	507
Percent of Schools Currently in Program Improvement	N/A	55.6

XII. 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.

52 days per year (X3) = 156 day(3 years)