

# Joseph R. Perry Elementary School

19231 Harding Lane • Huntington Beach, CA 92646 • (714) 962-3348 • Grades K-5  
Monique Huibregtse, Ed. D, Principal  
mhuibregtse@hbcasd.us

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year



### Huntington Beach City School District

20451 Cramer Lane  
Huntington Beach, CA 92646  
(714) 964-8888  
[http://perry-huntington-  
ca.schoolloop.com/](http://perry-huntington-ca.schoolloop.com/)

#### District Governing Board

Celia Jaffe  
Rosemary Saylor  
Shari Kowalke  
Bridget Kaub  
Brian E. Rechsteiner

#### District Administration

Gregory Haulk  
**Superintendent**

Jennifer Shepard  
**Assistant Superintendent  
Educational Services**

Deborah Cockrell  
**Assistant Superintendent  
Human Resources**

Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (714) 962-3348.

### School Description

Welcome to Perry Elementary School! This report will provide parents and community members with information regarding achievement, resources, interventions, students and staff. We strive to ensure Perry is a welcome environment made only stronger by parent contributions. Collaboration with parents is a key to student success.

### Perry Elementary School Mission Statement:

Perry School will be an inspirational catalyst for the community unifying parents, teachers, and students to share, develop and grow as life long learners. Perry School will promote individuality, the acceptance of diversity, and the formation of discipline, responsibility, courage, and commitment. Parents will be an integral part of their student's academic success. Students will maintain high academic and moral standards, be critical thinkers and problem solvers; thus enabling them to be confident, productive citizens.

### Perry Elementary School Vision Statement

We envision Perry Elementary School as a place where staff:

- Work together in collaborative teams.
- Implement strategies to monitor and improve student achievement with ongoing, research based strategies.
- Demonstrate a personal commitment to the academic success and general well being of all students.
- Encourage responsibility, fairness, caring, citizenship, trustworthiness, and respect.
- Work together to develop a strong partnership with families
- Provide a safe and nurturing environment.

J.R. Perry has a long-standing tradition of excellence. Test scores continue to increase due to the dedication of all of the staff and their ability to reach all students. The staff at Perry School is highly qualified and engages in on-going learning of the best interventions and research-based programs available to increase student achievement. Reading success has been the main focus for students and teachers. Teachers are skilled at assessing, diagnosing and delivering instruction in the five areas of reading: Phonemic awareness, phonics, fluency, vocabulary and comprehension. STMath (Jiji), Number talks and Cognitively-Guided Instruction (CGI) are being used to support the core math instruction. Social Studies and science uses hands-on, inquiry-based techniques to make the curriculum come alive. All of the subject areas are supported by the use of technology. The staff carefully reviews intervention programs and teaching strategies so that they can increase their repertoire of skills to meet the individual needs of students.

All students are accepted, welcomed at Perry School. Perry school is proud of the diversity in ethnicity, economics, and learning styles. Perry School offers a program for gifted, English Language Learners, Title 1 students and special education. Offerings in special education are combined creatively for the best possible Individual Education Plan using speech, the resource specialist program, special day class, mainstreaming into regular education classes, full inclusion, a behavior support class, social skills groups, occupational therapy, assisted P.E. and DTT to meet the child's unique needs. We work with the entire student population using the 40 Developmental Assets Programs and Second Step, a bully prevention program. We teach students that it is their right to be safe and happy at school and the need to respect others rights to have the same.

### Opportunities for Parental Involvement

Parents and community members are always welcome to visit Perry school and encouraged to assist in the classroom. Collaboration between home and school is necessary for students to succeed. We hope families will find Perry a welcome environment made only stronger by everyone's contributions. Perry invites parents to be a part of the School Site Council, the PTA, Title I, ELAC or a volunteer in the classroom. Community members are also invited to join and support the Huntington Beach Education Foundation, a joint business and educational partnership which provides funding for teacher mini-grants, classroom speakers and supplemental materials.

Please contact the school principal, Dr. Monique Huibregtse, 714-962-3348, to find out more about how to be involved in your child's education.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	147
Gr. 1	62
Gr. 2	72
Gr. 3	50
Gr. 4	43
Gr. 5	62
<b>Total</b>	<b>436</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	7.3
Filipino	1.3
Hispanic or Latino	45.4
Native Hawaiian/Pacific Islander	1.5
White	38.1
Two or More Races	6.3
Socioeconomically Disadvantaged	53.3
English Learners	26.6
Students with Disabilities	15.1

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	13.2	32.4	29.4	3	0	0	2	2	5	0	3	0
Gr. 1	25	24.7	25.8	0	1	0	1	2	3	0	0	0
Gr. 2	28	21	27.6	0	1	0	1	1	3	0	0	0
Gr. 3	27.5	28	31.2	0	0	0	2	1	2	0	0	0
Gr. 4	30.5	24	30.7	0	1	0	2	0	2	0	2	0
Gr. 5	26.5	26.3	31.0	0	1	0	2	3	2	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	3.71	4.4	11.3
Expulsions Rate	0.0	0.0	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	4.23	4.8	3.33
Expulsions Rate	0.09	.10	0.0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school site safety plan is reviewed and updated each year. The plan is reviewed by staff and the PTA. The School Site Council approves this plan each year. The key elements of the plan are covered by four broad goals:

- Goal #1: All students and staff members are provided a safe teaching and learning environment.
- Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- Goal #3: District programs and approved community resources are made available to students and parents.
- Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religions backgrounds.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment and includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in October of 2012.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Perry campus include working with the City of Huntington Beach Police Department to stay current in practicing the best safety procedures in the event of an armed intruder on the school site.

## School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** August 23, 2013

Perry School, constructed in 1964, consists of six separate buildings including an administration building with office and library, a multipurpose room, four classroom buildings, with 28 total classrooms and a computer lab. The site also has 4 portable classrooms added in the 1990's and a YMCA portable building used for before and after school child care.

This site has been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2012-13 included exterior siding repair and painting of five portable classrooms, new concrete ramp for one portable classroom, new carpet in one portable classroom, painting of exterior stucco and all exterior doors, and new floor tile in three staff and five student restrooms.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	23	23	23
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	2	3	1
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	♦	♦	279
<b>Without Full Credential</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The teaching/learning interaction is the cornerstone of a good instructional program leading to student academic success. To improve the quality of the program, Perry School staff engage in staff development. Teaching is an ongoing combination of art and skill and requires teachers to continually update their craft with the best teaching practices based on research. All training and curriculum development at Perry School revolves around the California State Content Standards and Frameworks based on student data. Just as we hope for Perry students, Perry teachers are lifelong learners.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Three mandatory staff development days are normally held during the school year. District-level training activities and professional development are based both on school site needs and district needs. Currently, English Language Learners and Math are two focus areas for further staff development.

On an annual basis, the Perry school staff looks at the district and state assessment data, classroom portfolios, and work samples to determine the needs of students. Each grade level makes recommendations for new additional strategies, training, or supplemental materials that may help students in the learning process. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Articulation between grade levels helps to give consistency to the school program. Currently, the topics for staff development at Perry School include:

Science Works, Technology, Research-based Title I Strategies, Cognitively Guided Instruction (CGI), Guided Language Acquisition Development (GLAD), Number Talks, STMath, Strategies for Reading and Writing by Nancy Fetzer, response to Intervention (RtI), Thinking Maps, Write From the Beginning, Path to Proficiency

A portion of school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In services for classified staff are geared to their specialty areas.

#### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.6
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,641.17	1,743.30	3,897.87	\$63,809
District	♦	♦	1,253.19	\$76,029
State	♦	♦	\$5,537	\$70,193
Percent Difference: School Site/District			211.0	%
Percent Difference: School Site/ State			%	%

- \* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- \* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low income, low-achieving students and other designated students with special needs. Perry School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education content standards. Information regarding Title I designation assists parents and the school community to understand the impact NCLB will have on Perry School. NCLB Requires evaluation of student performance both school wide and by specific subgroups within the student population. A Title 1 support teacher, Earobics, Accelerated Reader, 6 minute solution, Language!, Read Naturally, Thinking Maps, Nancy fetzer reading and writing strategies, and Phonics for Reading are a few of the interventions programs being implemented.

Perry School also receives EIA funding to support those students who are designated as an English Language Learner as determined by the CELDT test. This funding is used for an EL support aide and partially funds a certificated teacher who assist our EL learners. This funding also supports programs such as Language for Learning, Thinking and Writing, Houghton Mifflin 'Medallions,' and Path to Proficiency.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 2013

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2013-14 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,451
Mid-Range Teacher Salary	\$77,179	\$67,655
Highest Teacher Salary	\$94,135	\$85,989
Average Principal Salary (ES)	\$110,543	\$108,589
Average Principal Salary (MS)	\$106,029	\$111,643
Average Principal Salary (HS)	\$0	\$110,257
Superintendent Salary	\$189,000	\$182,548
Percent of District Budget		
Teacher Salaries	45.7%	41.8%
Administrative Salaries	5.8%	5.5%

- \* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin                      Adoption Year 2003</p>
<p><b>Mathematics</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin                      Adoption Year 2002</p>
<p><b>Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Scott Foresman                      Adoption Year 2008</p>
<p><b>History-Social Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin - 2-5                      Adoption Year 2007                       Scott Foresman - K-1                      Adoption Year 2007</p>

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	58	54	78	81	80	54	56	55
Math	61	67	68	74	75	79	49	50	50
Science	67	66	82	84	86	88	57	60	59
H-SS				72	74	75	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	80	79	88	75
All Student at the School	54	68	82	
Male	49	67	86	
Female	60	69	79	
Black or African American				
American Indian or Alaska Native				
Asian	67	83		
Filipino				
Hispanic or Latino	47	57	81	
Native Hawaiian/Pacific Islander				
White	62	83	89	
Two or More Races	65	82		
Socioeconomically Disadvantaged	44	62	85	
English Learners	29	48		
Students with Disabilities	30	36		
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.3	12.7	36.6

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	2	1	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	-15	15
Native Hawaiian/Pacific Islander			
White	-25	30	17
Two or More Races			
Socioeconomically Disadvantaged	26	-8	10
English Learners	35	-31	32
Students with Disabilities		-39	7

### 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	5	5	5
Similar Schools	4	4	4

### Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	237	5,376	4,655,989
	API-G	812	910	790
Black or African American	Students	1	27	296,463
	API-G		878	708
American Indian or Alaska Native	Students	0	18	30,394
	API-G		872	743
Asian	Students	18	509	406,527
	API-G	874	961	906
Filipino	Students	5	45	121,054
	API-G		884	867
Hispanic or Latino	Students	120	1,010	2,438,951
	API-G	778	846	744
Native Hawaiian/Pacific Islander	Students	6	22	25,351
	API-G		889	774
White	Students	73	3,367	1,200,127
	API-G	849	920	853
Two or More Races	Students	14	378	125,025
	API-G	848	926	824
Socioeconomically Disadvantaged	Students	134	944	2,774,640
	API-G	787	831	743
English Learners	Students	86	431	1,482,316
	API-G	778	821	721
Students with Disabilities	Students	61	710	527,476
	API-G	643	777	615

### Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A



# Huntington Beach City School District School Home/School Compact Agreement



The following is an agreement among the staff, parents, and students of Agnes L. Smith School. To ensure success for all students, we have developed this agreement and expect that all participants will uphold their commitments to the fullest. Please review this agreement and return it with appropriate signatures to your child’s teacher.

**Staff Pledge:** To help each student meet or exceed the state’s high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child’s class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning in accordance with Board Policy
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

**Student Pledge:** To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and classroom rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school, including giving my parents or adults in my home all notices and information received by me from my school
- Limit and monitor my TV watching and use of technology
- Read every day outside of school time for at least 15 minutes (Kindergarten-2<sup>nd</sup> grade) or 30 minutes (3<sup>rd</sup>-8<sup>th</sup> grades)
- Respect the school, classmates, staff and families

**Family/Parent Pledge:** To help my child meet or exceed the state’s high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child’s TV viewing and use of technology
- Read to my child or encourage my child to read every day outside of school
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child’s progress in school
- Participate in activities at school, such as Back to School Night, Parent-Teacher Conferences, Open House, school decision making meetings and/or volunteering
- Respect the school, staff, students, and families

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date