

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

## Isaac L. Sowers Middle

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. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. 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 located 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

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Isaac L. Sowers Middle	<b>District Name</b>	Huntington Beach City Elementary
<b>Street</b>	9300 Indianapolis	<b>Phone Number</b>	(714) 964-8888
<b>City, State, Zip</b>	Huntington Beach, CA 92646	<b>Web Site</b>	<a href="http://www.hbcasd.k12.ca.us">www.hbcasd.k12.ca.us</a>
<b>Phone Number</b>	7149627738	<b>Superintendent</b>	
<b>Principal</b>	Debra Randall	<b>E-mail Address</b>	
<b>E-mail Address</b>	<a href="mailto:debra.randall@hbcasd.k12.ca.us">debra.randall@hbcasd.k12.ca.us</a>	<b>CDS Code</b>	30-66530-6089072

### School Description and Mission Statement (School Year 2008-09)

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

Sowers Middle School  
-VISION-

Shared Purpose  
Isaac L. Sower students will experience an academically challenging and supportive learning environment that

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promotes the realization of their full potential.

## Dedicated and Knowledgeable Staff

The Isaac L. Sowers staff recognizes the developmental uniqueness of the middle school child and demonstrates a commitment to foster the conditions necessary for student achievement. School personnel model the qualities and characteristics they expect to instill in students.

## Nurturing Learning Environment

Isaac L. Sowers Middle School will provide an inviting, safe, and purposeful environment that is conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve

## Supportive Structure and Schedule

Isaac L. Sowers Middle School is organized to promote meaningful professional collaboration with a focus on learning. Teams (staff members who work with a common grouping of students and are united by a shared purpose) are viewed as the building blocks for a strong Professional Learning Community. Isaac L. Sowers Middle School places a priority on protecting instructional and collaborative planning time, maintaining reasonable class size, limiting occurrences of cross-teaming, and providing supportive student services during the regular school day.

## Standards-Based Curriculum

Isaac L. Sowers Middle School will provide a core curriculum that can be enriched, extended, or differentiated to meet the individual learning needs of students. Education in the fine and practical arts, physical education, and language study are valued as integral parts of the instructional program.

Isaac L. Sowers will provide a standards-based learning environment that identifies what students will know and be able to do as a result of completing the instructional program and clearly establishes the criterion for subject mastery. The scope and sequence of the curriculum will reflect a continuum of offerings that challenge all students.

## Focus on Best-Practice Instruction

Isaac L. Sowers Middle School teachers will develop and implement a wide array of strategies to optimize student learning. Technology will be integrated into the instructional process as a means to achieve specific curricular outcomes. Isaac L. Sowers staff value an ongoing process of vertical articulation with their elementary and high school colleagues to ensure a continuum of instruction.

## Clarity of Assessment Goals and Practices

Isaac L. Sowers Middle School will employ a variety of methods to measure the learning progress of every student. Teachers, in collaboration with their department, will develop consistent grading practices in support of their instructional programs. Assessment information will be used to guide the learning process, refine instructional plans, and inform parents regarding their child's academic progress.

## Emphasis on Active Participation

The Isaac L. Sowers will promote active student participation in co-curricular programs. The middle school years offer students their first real opportunity to enjoy a range of extracurricular activities, engage in exploratory study, and participate in the performing arts. Isaac L. Sowers Middle School recognizes the potential of these programs to enhance the health and fitness of young adolescents, improve academic performance, and build positive links between the school, families, and the local community.

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If you can conceive it and believe it, you can achieve it!

Sowers Middle School opened in 1972, as a 6th through 8th grade middle school. Sowers is located in a city characterized by miles of beautiful Pacific shoreline, bicycle paths, parks, and an ecological preserve. The school is one of two middle schools and six elementary schools serving over six thousand students in Huntington Beach. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 38 classrooms which are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room, known as the Little Theatre, a boys and a girls Physical Education locker room and three temporary portable buildings currently occupied as part of our schools modernization efforts. Assemblies, students programs, and large activities are conducted in a large spacious interior school mall complete with stage and sound system. Technologically, Sowers is fully networked in all classrooms with both hardwired and wireless networking capabilities.

Sowers Middle School faces many of the same challenges and opportunities confronting schools throughout Southern California. Sowers offer a rich elective program and school clubs, committees and activity groups for students to join. In addition, pyramids of intervention classes have been designed to help students experiencing difficulty at school find success. Sowers Middle School also offers a GATE program, in the CORE areas of Language Arts and Social Studies, a well designed special education program comprised of a Resource Specialist Program, mild to moderate Special Day Class and moderate to severe Special Day class. Our math program provides leveled math learning for students with the ability for students to take Geometry here at Sowers or more advanced classes in a cooperative program offered by Edison High School.

A talented and enthusiastic staff has been assembled helps make Sowers Middle School a school where students enjoy; parents feel support and teachers have the tools to help their students learn. Our instructional team, work collaboratively, under the construct of a Professional Learning Community, to develop and implement programs that excite, motivate, and engage all learners. Our teachers care deeply about all aspects of the school program, participate in shared decision-making and engage in professional development activities intended to build skills enabling them to meet student's needs, understand the uniqueness of the middle school aged child and perform with distinction. Our support staff are non-teaching personnel who work together to nurture the intellectual, physical, emotional capacities of each child. Support staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1251 regular and special education students represent a cross section of cultural, racial and ethnic backgrounds, as well as an array of ability levels from the learning handicapped to the intellectually gifted. The virtues of mutual respect and recognition of personal dignity are fostered and nurtured by students and staff. The contributions, achievements and progress of ALL students' are valued and respected. The parents and community are part of the Sowers learning community. As volunteers in school, as speakers and committee members, and through financial aide and support, PTSA and various advisory committees are vital to the success of our educational program. Sowers ethnic profile is 72% Caucasian, 12.2% Other, 7.4% Asian, 7.4% Hispanic and 1% American Indian.

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## Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Deborah Randall

**Contact Person Phone Number:** (714) 964-8888

### Community Involvement

Parents and the community are very supportive of the educational program at Sowers Middle School. The Sowers Middle School PTSA has made generous contributions of time and money to numerous programs and activities. PTSA fundraisers enable the school to offer programs in art and music, and also enrich classroom learning experiences through donations that support assemblies and field trips, and/or purchase instructional supplies. Other generous contributions have been made by the following organizations:

Alchemy Computing Adult Day Center DeLillo Chevrolet  
 Bagelmania Ronald McDonald House Nike Shelter for Battered Women QSP Patriot PC Solutions, Fountain Valley Mobil Oil Boeing Sugar Shack Froghouse Surf Shop (Newport Beach) Target Wienerschnitzel Huntington Beach Police Department Tillys Hurley International The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

## Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	419
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	383	Ungraded Secondary	0
Grade 7	439	Total Enrollment	1241

## Student Enrollment by Group (School Year 2008-09)

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
African American	0.64%	White (not Hispanic)	72.36%
American Indian or Alaska Native	0.73%	Multiple or No Response	10.96%
Asian	7.25%	Socioeconomically Disadvantaged	7.00%
Filipino	0.64%	English Learners	2.00%
Hispanic or Latino	6.53%	Students with Disabilities	10.00%
Pacific Islander	0.89%	n/a	--

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## Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.3	2	43	8	29.3	4	31	9	26.0	17	41	8
Mathematics	28.2	8	27	9	28.6	7	25	11	24.1	16	33	2
Science	31.0	0	1	0	34.0	0	0	1	31.5	0	2	0
Social Science	29.3	1	35	4	30.4	3	26	20	28.8	4	32	5

## III. School Climate

### School Safety Plan (School Year 2008-09)

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

#### Safety

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. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as STAR testing. During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus to ensure a safe and orderly environment. As a proactive measure, the school installed a 17 closed-circuit camera security system.

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. Each school includes the following requirements of SB 187 within their

safe school plans: 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 in October 2007 and was reviewed with school staff in October 2007.

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. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocations provide the necessary funding for district wide modernization efforts.

### 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	8.2	9.6	3.7	4.1	5.0	2.0
Expulsions	0.2	0.0	0.0	0.1	0.0	0.1

Date School Safety Plan last reviewed:

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## IV. School Facilities

### School Facility Conditions

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.

### Planned Improvements (School Year 2009-2010)

Sowers Middle School was built in 1971 and is situated on 14.38 acres. The school buildings span 83,624 square feet and consist of 23 permanent classrooms, 11 portable classrooms, school library, special education facilities, physical education facilities, a staff room, computer lab, a large multipurpose playing field, and a blacktop playground. Student lockers and the lunch area are located in the Sowers Mall. Featuring a stage and the capacity to hold up to 300 people, Room 402 provides an ideal setting for student presentations and assemblies. Modernization projects were completed in August 2006 includes upgrades for ADA access, upgrading electrical and plumbing systems, and communication systems. The facility strongly supports teaching and learning through its ample classroom space. Facility information was current as of March 28, 2007.

### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site 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	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

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## Overall Summary of School Facility Good Repair Status (School Year 2009-10)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection:

Completion date of inspection form:

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## 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	46	47	47	312
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	--	--	--	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	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	1	1	0
<b>Vacant Teacher Positions</b>	1	2	0
<b>Total Teacher Misassignments</b>	--	--	--

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	100.0%	0.0%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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	1.0	1,241
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	0.7	--
Other	--	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

#### Textbook Information

This section provides 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.

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 2008-09 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.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Prentice Hall	2003
History-Social Science	Teachers' Curriculum Institute	2007
Mathematics	McDougal Littell - 6-7	2002
Mathematics	Prentice Hall - 7-8	2002
Science	Pearson Prentice Hall	2008

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: 10/5/2009

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## 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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$4,183.67	\$496.44	\$3,687.23	\$69,723.00
District	n/a	n/a	--	\$73,754.00
Percent Difference – School Site and District	--	--	--	5.8%
State	n/a	n/a	\$5,512.00	\$67,082.00
Percent Difference – School Site and State	--	--	49.5%	3.8%

### Types of Services Funded (Fiscal Year 2008-09)

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

A significant portion of Sowers School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students.

Each year a portion of Sowers' School/Library Improvement Block Grant funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to 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.

For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development districtwide, with a particular focus on teacher needs.

Gifted and Talented Education (GATE) Program cluster classes are provided for grades 6 through 8 for GATE identified students.

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

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,989.00	\$41,866.00
<b>Mid-Range Teacher Salary</b>	\$77,179.00	\$68,220.00
<b>Highest Teacher Salary</b>	\$94,135.00	\$86,536.00
<b>Average Principal Salary (Elementary)</b>	\$113,740.00	\$107,858.00
<b>Average Principal Salary (Middle)</b>	\$113,604.00	\$111,405.00
<b>Average Principal Salary (High)</b>	\$0.00	\$112,732.00
<b>Superintendent Salary</b>	\$203,766.00	\$178,938.00
<b>Percent of Budget for Teacher Salaries</b>	45.0%	42.1%
<b>Percent of Budget for Administrative Salaries</b>	5.7%	5.5%

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## 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 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. 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 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	72%	69%	72%	70%	70%	74%	43%	46%	50%
Mathematics	61%	60%	65%	69%	70%	74%	40%	43%	46%
Science	70%	75%	80%	66%	75%	78%	38%	46%	50%
History-Social Science	53%	56%	62%	55%	54%	62%	33%	36%	41%

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## 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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	53%	60%	*	*
American Indian or Alaska Native	61%	44%	*	*
Asian	84%	83%	97%	86%
Filipino	79%	68%	*	*
Hispanic or Latino	62%	58%	69%	44%
Pacific Islander	64%	57%	*	*
White (not Hispanic)	73%	64%	79%	61%
Male	67%	66%	82%	63%
Female	79%	64%	79%	62%
Economically Disadvantaged	60%	37%	48%	41%
English Learners	31%	34%	*	*
Students with Disabilities	37%	32%	43%	31%
Students Receiving Migrant Education Services				

## 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 at the 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 10 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	0.00%	0.00%	0.00%
7	12.00%	23.80%	56.50%
9	0.00%	0.00%	0.00%

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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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Published During 2009-10

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 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	2006	2007	2008
Statewide	9	9	9
Similar Schools	3	2	1

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## API 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, 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-10	-2	17	869
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	-4	10	8	943
Filipino	--	--	--	--
Hispanic or Latino	13	-30	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	-14	-1	11	865
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	-51	17	--	705

## 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 <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2008-09)

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	n/a

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## Federal Intervention Program (School Year 2009-10)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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All training and curriculum development at Sowers Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, 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. In the 2006-07 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new language arts textbook adoption and differentiated instructional strategies to meet the needs of all students.

The Sowers Middle School staff is continually involved in a process of curriculum development and staff training. District goals and objectives, constructed in keeping with state frameworks, and are used to set achievable benchmarks. Each department meets throughout the year to assess and refine its educational goals.

Individual departments, the Leadership Team, the principal, and the School Site Council continually monitor the school plan. A major component of the school plan is staff development. As needs are identified, training sessions are developed, in keeping with district direction, state frameworks, and recommended curricula.

Training topics cover curriculum mapping, standards-based instruction, benchmark assessments, differentiated instruction, student data interpretation, and the writing process. Other issues include the change process, middle school reform, professional learning community, and interpersonal issues such as the PALs, student mediation, and the 40 Developmental Assets. Throughout the 2006-07 school year, Sowers Middle School staff visited other middle schools to observe activities in interdisciplinary teaming, co-educational physical education, innovative uses of technology, and literacy programs.

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.

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## Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	3	3	3