International School of Monterey

Address: 1720 Yosemite Street, Seaside, CA 93955   **Phone:** 831-583-2165
Principal: Mr. Eric Pearlstein   **Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–2010 school year, except the School Finances data that are reported for the 2008–2009 school year. For additional information about the school, parents and community members should review the entire SARC or contact the principal or school office.

About This School

Mission & Programs

In 1998, a small group of educators and parents began collaborating to create the International School of Monterey to bring worldclass international education to a public school setting; integrate best practices, established standards, and international curriculum; maintain a multicultural environment that advances understanding and respect for all; and promote strong partnerships among school, home, and community.

ISM welcomed its first classes in grades K-4 in August 2001. The 2009-2010 year marked the school's ninth year of operation as a K-8 charter school delivering outstanding public education in Monterey County. From its home on the Manzanita School site in Seaside, ISM served 416 students from its surrounding Monterey County communities, maintaining average student-teacher ratios of 20:1 in grades K-1, 22:1 in grades 2-3, and 25:1 in grades 4-8.

The school's 13 board members and 40+ employees dedicate themselves to ISM's mission to **educate all children toward becoming conscientious, compassionate, and responsible citizens of the world**. ISM is both an International School—one of nearly 2000 in more than 140 countries across the globe—and a public charter school—one of more than 900 in California. With this unique combination, in 2008 ISM joined 639 schools accredited by the prestigious Council of International Schools—one of just nine such schools in the United States and the first public charter school to earn this recognition showing that ISM has "achieved high standards of professional performance in international education and has a commitment to its continuing improvement."

Also fully accredited by the Western Association of Schools and Colleges, ISM teaches toward its vision of **a world of understanding** through academic commitments to internationalism and understanding; a project-based curriculum that includes the arts, physical education, and Spanish beginning in kindergarten; and an inquiry-based-instruction model that fosters student curiosity, initiative, and lifelong learning skills.

Student Achievement

ISM students achieved notable success during the 2009-2010 year. They earned 21 awards—seven firsts, seven seconds, and seven thirds—at the Monterey County Science Fair among 559 total students entering 354 projects. In May 2010, ten students represented ISM among 393 competitors from 44 schools in the Monterey County Mathletics competition, with the fifth grade team finishing first, the sixth and seventh grade teams finishing second, and individual competitors racking up three 2nd place awards and seven Honorable Mentions. ISM students also earned honors in social studies and writing competitions.

Though the school focuses on holistic learning and does not "teach to the test" as has become the norm in some schools, ISM students do complete the same tests as other public school students, and they perform quite well. The school's score on California's Academic Performance Index (890 in 2010) made ISM the highest-scoring school in the Monterey Peninsula Unified School District.

Student Enrollment

Group	Enrollment
Number of students	416
Black or African American only	4.09%
American Indian/Alaska Native only	0.24%
Asian only	12.98%
Filipino only	3.13%
Hispanic or Latino	19.47%
Native Hawaiian/Pacific Islander only	0.96%
White only (not of Hispanic origin)	41.11%
Two or More Races	18.03%
Socioeconomically Disadvantaged	Not reported
English Learners	Not reported
Students with Disabilities	4.00%

Teachers

Indicator	Teachers
Teachers with full credential	21
Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	73.19%
Mathematics	68.46%
Science	76.92%
History-Social Science	73.17%

Academic Progress[2]

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	890
Statewide Rank (from 2009 Base API Report)	9
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2010–11 Program Improvement Status (PI Year)	Not applicable

[1] Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

ISM leases facilities from the Monterey Peninsula Unified School District. The District provides site maintenance, and carries responsibility for the safety of the grounds and facilities. Accordingly, ISM submits work requests to the District when repairs and corrections become necessary.

The last full site inspection took place in September 2009. The repairs and corrective actions noted below reflect that inspection.

Repairs Needed

1) Portable 7 partially disassembled; gaps between and beneath create potential lures for curious children; disassembled ramps unsafe
2) All portable ramps and rails should be evaluated for safety, and repaired and painted as required
3) North Pod hallways need fire doors installed
4) Kindergarten playground pitted areas create a tripping hazard
5) Upper playground sand needs replenishing to ensure required depth
6) Students have complained of smell and respiratory concerns in Portable 1
7) Several deep pits in lawn and landscape areas create tripping hazards; sprinkler system needs adjusting to ensure proper watering of ground cover as several areas are over or under watered
8) No all-call or bell mechanism; campuswide notification of danger not possible

Corrective Actions Taken or Planned

1) Portable 7 removed from campus September 2009
2) All portable ramps and rails repaired and repainted November 2009
3) North Pod fire doors needed; no installation planned
4) Resurfacing needed; no work scheduled
5) Upper playground sand replenished October 2009
6) Portable 1 air filters cleaned
7) Some holes filled; sprinklers checked and adjusted September 2009
8) All-call or bell mechanism needed; none planned

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack 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	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$7,081
District	$5,074
State	$5,681

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School Accountability Report Card
Reported Using Data from 2009–2010 School Year
Published During 2010–2011

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The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) 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 principal or school office.

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. 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.

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 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	International School of Monterey	**District Name**	Monterey Peninsula Unified
Street	1720 Yosemite Street	**Phone Number**	831-645-1200
City, State, Zip	Seaside, CA 93955-3914	**Web Site**	www.mpusd.k12.ca.us
Phone Number	831-583-2165	**Superintendent**	Dr. Marilyn Shepherd
Director	Sean Madden	**Email Address**	mshepherd@mpusd.k12.ca.us
Email Address	info@ismonterey.org	**CDS Code**	27- 66092-6118962

School Description and Mission Statement (School Year 2009–10)

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

Vision

A world of understanding

Mission

Educate all children toward becoming conscientious, compassionate, and responsible citizens of the world.

Academic Commitments

Internationalism ~ Inquiry ~ Understanding ~ Success

Motto

The world is our home. We will make it better.

Who We Are

A successful school created to…
Bring worldclass international education to a public school setting.
Integrate best practices, established standards, and an international curriculum.
Maintain a multicultural environment that advances understanding of and respect for all.
Promote strong partnerships among school, home, and community.

Outstanding teachers who…
Foster the holistic growth of each student.
Apply learning to the real world.
Maintain high expectations in the classroom.
Continue professional development.

Thriving students who…
Think freely and believe in self.
Develop personal potential.
Respect everyone.
Connect with the world.

Involved parents who…
Maintain high expectations at home.
Express enthusiasm for learning.
Participate in each child's learning every day.
Support the school.

Opportunities for Parental Involvement (School Year 2009–10)

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

A primary reason for ISM's success is the involvement of parents/guardians. The school asks them to support their children's learning each and every day, and expects that each family contribute 30 hours of service to the school each year. During the 2009-2010 school year, the 284 ISM families contributed 14,800 hours of service, with 99 percent participating and 95 percent fully meeting the goal of three hours per month. The hundreds of service opportunities include daily classroom support, monthly Saturday site workdays, annual fundraising and special events, school committees, and much more. The ISM Family Association manages the volunteer process, ensuring that all families can find meaningful and workable opportunities to meet their commitment.

Student Enrollment by Grade Level (School Year 2009–10)

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	40	Grade 8	48
Grade 1	40	Ungraded Elementary	0
Grade 2	44	Grade 9	NA
Grade 3	44	Grade 10	NA
Grade 4	50	Grade 11	NA
Grade 5	50	Grade 12	NA
Grade 6	50	Ungraded Secondary	NA
Grade 7	50	Total Enrollment	416

Student Enrollment by Group (School Year 2009–10)

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 only	4.09	White only	41.11
American Indian or Alaska Native only	0.24	Two or More Races	18.03
Asian only	12.98	Socioeconomically Disadvantaged	
Filipino only	3.13	English Learners	Not reported
Hispanic or Latino	19.47	Students with Disabilities	4.00
Native Hawaiian/Pacific Islander only	0.96		

Average Class Size and Class Size Distribution (Grades K-6)

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	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			20.0	2			20.0	2		
1	20.0	2			20.0	2			20.0	2		
2	20.0	2			20.0	2			22.0	2		
3	19.5	2			20.0	2			22.0	2		
4	25.0		2		25.0		2		25.0		2	
5	24.5		2		25.0		2		25.0		2	
6	25.0		2		25.0		2		25.0		2	

Average Class Size and Class Size Distribution (Grades 7-8)

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	2007–08				2008–09				2009–10			
	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	25.0		4		25.0		4		24.0		4	
Mathematics	16.7	6			16.7	6			16.3	6		
Science	25.0		4		25.0		4		24.0		4	
Social Science	25.0		4		25.0		4		24.0		4	

III. School Climate

School Safety Plan (School Year 2009–2010)

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

ISM is committed to providing and maintaining a healthy and safe work environment for all employees and learning environment for students.

The school expects all staff members and students and their families to know and comply with ISM's general safety rules and to follow safe and healthy practices at all times. ISM also requires that staff members report immediately to the administration any potential health or safety hazards, and all injuries or accidents.

ISM regularly updates comprehensive safety and security plans, policies, and procedures, based on best practices and school experience. Please consult the official documents section of the ISM website for specific components.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–2011)

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.

ISM leases surplus facilities from the Monterey Peninsula Unified School District. The District provides site maintenance, and carries responsibility for the overall safety of the grounds and facilities. Accordingly, ISM submits work requests to the District when repairs and corrections become necessary to meet codes and ensure the wellbeing of students. The ISM custodial staff handles day-to-day cleaning and management of the facilities and furnishings. Also, ISM families contribute thousands of hours to improvement (e.g. painting, repairing, planting) and upkeep (e.g. landscape maintenance, major cleaning) of the buildings and grounds.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces		x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			
Electrical: Electrical			x		Facility lacks adequate outlets
Restrooms/Fountains: Restrooms, Sinks/ Fountains			x		Outside fountain broken and inoperable
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			x		Outdated playground equipment does not meet current standards
Overall Rating		x			n/a

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
	2007–08	2008–09	2009–10	2009–10
With Full Credential	18	21	21	Not available
Without Full Credential	10	9	5	Not available
Teaching Outside Subject Area of Competence	0	0	0	Not available

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	2008–09	2009–10	2010–11
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 2009–10)

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 webpage 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	86.7	13.3
All Schools in District	85.1	14.9
High-Poverty Schools in District	89.8	10.2
Low-Poverty Schools in District	84.9	15.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	416
Counselor (Social/Behavioral or Career Development)	Handled by academic counselor	N/A
Library Media Teacher (librarian)	Handled by family volunteers	N/A
Library Media Services Staff (paraprofessional)	Handled by family volunteers	N/A
Psychologist	0.2	N/A
Social Worker	N/A	N/A
Nurse	Handled by front office staff	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.5	N/A
Instructional Aides	2.0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

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	Current & good quality	0%	N/A
Mathematics	Current & good quality	0%	N/A
Science	Current & good quality	0%	N/A
History-Social Science	Current & good quality	0%	N/A
Foreign Language	Current & good quality	0%	N/A
Health	Current & good quality	0%	N/A
Visual and Performing Arts	Current & good quality	0%	N/A
Science Laboratory Equipment (grades 9-12)	Current & good quality	0%	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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	$7,081	N/A	$7,081	$45,545
District	N/A	N/A	$5,074	$57,762
% Difference – School Site and District	N/A	N/A	39.6%	-21.2%
State	N/A	N/A	$5,681	$66,478
% Difference – School Site and State	N/A	N/A	24.6%	-31.5%

Types of Services Funded (Fiscal Year 2009–10)

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.

During the 2009-2010 school year, ISM offered middle school sports for grades 6-8, the After-School International program for grades K-8, and fresh lunch for all students.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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	Charter School Amount	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,000	$38,104	$41,155
Mid-Range Teacher Salary	$45,545	$56,600	$65,379
Highest Teacher Salary	$59,710	$75,817	$85,049
Average Principal Salary (Elementary)	N/A	$92,071	$106,453
Average Principal Salary (Middle)	N/A	$96,206	$111,487
Average Principal Salary (High)	N/A	$106,276	$121,513
Superintendent Salary	N/A	$176,800	$194,802
Percent of Budget for Teacher Salaries	33.9%	35.1%	39.9%
Percent of Budget for Administrative Salaries	5.9%	5.9%	5.1%

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 – 3-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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	77	73	73	42	47	47	46	50	52
Mathematics	70	68	68	40	40	40	43	46	48
Science	76	77	77	43	47	47	46	50	54
History-Social Science	72	72	72	30	37	37	36	41	44

Standardized Testing and Reporting Results by Student Group – 2009-2010

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 at the School	73	69	77	73
Male	67	67	87	85
Female	80	69	66	63
Black or African American	43	43	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	86	88	N/A	N/A
Filipino	58	33	N/A	N/A
Hispanic or Latino	58	51	52	64
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	
White	77	72	84	77
Two or More Races	84	79	93	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	27	33	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

X. Accountability

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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – 3-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	2007	2008	2009
Statewide	9	9	9
Similar Schools	5	8	5

Academic Performance Index Growth by Student Group – 3-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		
	2007–08	2008–09	2009–10
All Students at the School	23	9	-9
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	N/A	N/A	26
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	32	4	-22
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	890	739	767
Black or African American	N/A	692	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	845	890
Filipino	N/A	826	851
Hispanic or Latino	823	682	715
Native Hawaiian/Pacific Islander	N/A	703	753
White	905	827	838
Two or More Races	944	780	808
Socioeconomically Disadvantaged	N/A	685	712
English Learners	N/A	654	692
Students with Disabilities	N/A	531	580

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 on 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 2009–10)

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	Yes

Federal Intervention Program (School Year 2010–11)

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 on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	No	Yes
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Third
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	39.1%

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.

ISM has averaged 7 full days of staff development time annually over the past three fiscal years. During 2009-2010 all teachers participated in four full days of professional development and 7 half days. Teacher-leaders and teachers new to ISM participated in two additional days of orientation to the school.