

Executive Summary School Accountability Report Card 2011–2012

International School of Monterey

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Director:	Sean Madden	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. Most data presented in this report are reported for the 2011–2012 school year. School finances and school completion data are reported for the 2010–2011 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–2013 school year. For additional information about the school, parents and community members should review the entire SARC or contact the 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 2011-2012 year marked the school's eleventh 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 418 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 9 board members and 46 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 1000 in California. With this unique combination, in 2008 ISM earned accreditation from the prestigious Council of International Schools—the first public charter school among 382 CIS-accredited schools in the world and the only public school among nine in the United States—recognizing 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.

ISM began its multiyear candidacy for both the Primary Years Programme (PYP) and Middle Years Programme (MYP) of the International Baccalaureate (IB) in September 2011, and anticipates authorization as an IB World School by fall 2014. IB schools share a common philosophy—a commitment to high quality, challenging, international education that ISM believes is important for our students. Only schools authorized by the IB Organization can offer any of its three academic programmes: the PYP, the MYP, or the Diploma Programme (and IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted. The IBO.org website provides further information about the IB and its programmes.

Student Success

At ISM, constant student engagement and enthusiasm in their own education serve as the strongest indicators of student success. We believe that young students who actively participate in shaping their own learning through the inquiry process will become lifelong learners capable of succeeding in any endeavor. We see the evidence in our students' achievements in area programs and competitions such as the County Science Fair, National History Day, the Tech Challenge at The Tech Museum in San Jose, Monterey County Athletics, the National Steinbeck Center's Young Authors program, and more.

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 (878 in 2012) made ISM the highest-scoring school in the Monterey Peninsula Unified School District.

Student Enrollment

Group	Enrollment
Number of students	417
Black or African American	12.0%
American Indian or Alaska Native	12.2%
Asian	23.3%
Filipino	10.3%
Hispanic or Latino	21.6%
Native Hawaiian or Pacific Islander	2.6%
White	40.3%
Two or More Races	22.6%
Socioeconomically Disadvantaged	11.5%
English Learners	4.1%
Students with Disabilities	3.1%

*Total adds to more than 100 percent, because many students identify with multiple categories.

Teachers

Indicator	Teachers
Teachers with full credential	23
Teachers without full credential	3
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* Program Results
English-Language Arts	80%
Mathematics	63%
Science	84%
History-Social Science	66%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	878
Statewide Rank (from 2011 Base API Report)	9
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 17
2012–13 Program Improvement Status (PI Year)	Not in PI

*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. ISM continually inspects the site for maintenance and custodial needs, while MPUSD regularly inspects the site to identify scheduled and deferred maintenance needs. ISM also invites its insurance provider, CharterSafe, to inspect the site to proactively identify potential risks and unsafe conditions. CharterSafe arranged for an independent evaluator to complete a full report on the site in spring 2012, and ISM and MPUSD have acted on the resulting recommendations.

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,894
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2011–2012 School Year

Published During 2012–2013

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.

- For more information about SARC requirements, see 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 school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2012–2013)

Charter School		Authorizing District	
School Name	International School of Monterey	District Name	Monterey Peninsula Unified
Street	1720 Yosemite Street	Street	700 Pacific Street
City, State, Zip	Seaside, CA, 93955-3914	City, State, Zip	Monterey, CA 93940
Website	ISMonterey.org	Website	mpusd.k12.ca.us
Phone Number	(831) 583-2165	Phone Number	(831) 645-1200
Director	Sean Madden	Superintendent	Marilyn Shepherd
Email Address	director@ismonterey.org	Email Address	mshepherd@mpusd.k12.ca.us
CDS Code	27-66092-6118962	CDS Code	27-66092

School Description and Mission Statement (School Year 2011–2012)

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 2011–2012)

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 three hours of service to the school each month for the first enrolled child and one additional hour for each additional child. During the 2011-2012 school year, the 295 ISM families contributed more than 12,500 hours of service, with 99 percent participating. The hundreds of service opportunities include daily classroom support, school library management, monthly Saturday site workdays, annual fundraising and special events, school committees, and much more. Often grandparents and the students themselves join the parents/guardians to complete volunteer assignments. The ISM Volunteer Coordinator ensures that all families can find meaningful and workable opportunities to meet their commitment.

Student Enrollment by Grade Level (School Year 2011–2012)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	47
Grade 1	42	Ungraded Elementary	0
Grade 2	44	Grade 9	0
Grade 3	44	Grade 10	0
Grade 4	50	Grade 11	0
Grade 5	50	Grade 12	0
Grade 6	50	Ungraded Secondary	0
Grade 7	50	Total Enrollment	417

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	12.0%

American Indian or Alaska Native	12.2%
Asian	23.3%
Filipino	10.3%
Hispanic or Latino	21.6%
Native Hawaiian or Pacific Islander	2.6%
White	40.3%
Two or More Races	22.6%
Socioeconomically Disadvantaged	11.5%
English Learners	4.1%
Students with Disabilities	3.1%

*Total adds to more than 100 percent, because many students identify with multiple categories.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
1	20.0	2	0	0	20.0	2	0	0	21.0	0	2	0
2	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
3	22.0	0	2	0	22.4	0	2	0	22.0	0	2	0
4	25.0	0	2	0	25.0	0	2	0	25.0	0	2	0
5	25.0	0	2	0	25.5	0	2	0	25.0	0	2	0
6	25.0	0	2	0	25.0	0	2	0	25.0	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

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

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	0	4	0	24.8	0	4	0	24.3	0	4	0
Mathematics	16.3	6	0	0	16.5	6	0	0	16.2	6	0	0
Science	24.5	0	4	0	24.8	0	4	0	24.3	0	4	0
Social Science	24.5	0	4	0	24.8	0	4	0	24.3	0	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the grade 7-8 level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–2012)

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 2012–2013)

ISM leases 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.

ISM continually inspects the site for maintenance and custodial needs, while MPUSD regularly inspects the site to identify scheduled and deferred maintenance needs. ISM also invites its insurance provider, CharterSafe, to inspect the site to proactively identify potential risks and unsafe conditions. CharterSafe arranged for an independent evaluator to complete a full report on the site in spring 2012, and ISM and MPUSD have acted on the resulting recommendations.

In spring 2012, with grant funding from the Monterey Peninsula Regional Parks District and dozens of family volunteers working hundreds of hours, ISM built a new International Community Garden with multiple planting beds, fruit trees, and separate pergola and sundial class meeting areas. In summer 2012, the District installed a new play structure on the lower campus.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			x		Individual heating units work inconsistently
Interior: Interior Surfaces		x			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x			
Electrical: Electrical			x		Facility lacks adequate outlets
Restrooms/Fountains: Restrooms, Sinks/Fountains			x		Toilets need updating
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs			x		Relocatable building roofs need leak repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			New garden and play structure installed 2012
Overall Rating		x			

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12
With Full Credential	21	20	23

Without Full Credential	5	6	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	100%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	417
Counselor (Social/Behavioral or Career Development)	Handled by academic counselor	
Library Media Teacher (librarian)	Handled by family volunteers	
Library Media Services Staff (paraprofessional)	Handled by family volunteers	
Psychologist	.2	
Social Worker	NA	
Nurse	Handled by front office staff and volunteers	
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	.5	
Instructional Aides	2.0	

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–2013)

This section describes whether there are sufficient textbooks and instruction materials for each student.

Year and month in which data were collected: January 2013

Core Curriculum Area	Textbooks and instructional materials	Percent students lacking own assigned copy
Reading/Language Arts	Textbooks and workbooks	0
Mathematics	Textbooks and workbooks	0
Science	Teacher-generated materials	0
History-Social Science	Teacher-generated materials	0
Foreign Language	Textbooks and workbooks	0
Health	Teacher-generated materials	0
Visual and Performing Arts	Teacher-generated materials	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,041	\$147	\$6,894	\$45,318
State			\$5,455	\$66,336
Percent Difference – School Site and State			+26.4%	-31.7%

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* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <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: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–2012)

During the 2011-2012 school year, ISM offered interscholastic sports for grades 6-8, the After-School International program for grades K-8, and fresh lunch for all students with Free and Reduced Price Lunch for qualifying students under the National School Lunch Program.

Teacher and Administrative Salaries (Fiscal Year 2010–2011)

Category	Charter School Amount	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,360	\$37,897	\$40,656
Mid-Range Teacher Salary	\$45,318	\$56,292	\$64,181
Highest Teacher Salary	\$59,715	\$75,405	\$82,486
Average Principal Salary (Elementary)	NA	\$93,797	\$102,165
Average Principal Salary (Middle)	NA	\$96,922	\$108,480
Average Principal Salary (High)	NA	\$108,987	\$117,845
Superintendent Salary	NA	\$214,405	\$181,081
Percent of Budget for Teacher Salaries	38.9%	33.00%	40.00%
Percent of Budget for Administrative Salaries	NA	6.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

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 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.
- **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 <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)		
	School	District	State

	2009– 10	2010– 11	2011– 12	2009– 10	2010– 11	2011– 12	2009– 10	2010– 11	2011– 12
English-Language Arts	73%	79%	80%	47%	48%	51%	52%	54%	56%
Mathematics	68%	72%	63%	40%	42%	42%	48%	50%	51%
Science	77%	81%	84%	47%	47%	49%	54%	57%	60%
History-Social Science	72%	67%	66%	37%	42%	43%	44%	48%	49%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students at the School	80%	63%	84%	66%
Male	79%	63%	81%	80%
Female	82%	62%	85%	56%
Black or African American	72%	39%		
American Indian or Alaska Native				
Asian	93%	88%	100%	
Filipino	55%	36%		
Hispanic or Latino	68%	43%	74%	
Native Hawaiian or Pacific Islander				
White	83%	66%	84%	55%
Two or More Races	85%	70%	93%	
Socioeconomically Disadvantaged	63%	37%		
English Learners				
Students with Disabilities	33%	33%		
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2011–12)

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* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.00%	32.00%	36.00%
7	16.00%	36.00%	40.00%

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. For detailed information about the API, see the CDE *API*

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	5	3	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-9	1	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-18	-6
Native Hawaiian or Pacific Islander			
White	-22	15	-26
Two or More Races		-20	-26
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	333	878	7,186	761	4,664,264	788
Black or African American	18	829	524	722	313,201	710
American Indian or						

Alaska Native			26	791	31,606	742
Asian	43	968	389	859	404,670	905
Filipino	11	823	316	851	124,824	869
Hispanic or Latino	64	799	3,908	717	2,425,230	740
Native Hawaiian or Pacific Islander			189	769	26,563	775
White	136	894	1,474	827	1,221,860	853
Two or More Races	59	898	357	822	88,428	849
Socioeconomically Disadvantaged	38	758	4,859	723	2,779,680	737
English Learners	14	760	3,077	701	1,530,297	716
Students with Disabilities	13	478	832	540	530,935	607

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–2012)

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	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3

Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		36.4%

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. In 2011-2012, ISM revised its schedule to release students early and 12:50 on Wednesdays, with staff development on all Wednesday afternoons. In addition, all teachers participated in four full days of professional development. Teacher-leaders and teachers new to ISM participated in two additional days of orientation to the school.

International School of Monterey

A charter school authorized by

Monterey Peninsula Unified School District

School Accountability Report Card 2011-2012

Provided by the Ed-Data Partnership

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