

# Harding University Partnership School

## School Accountability Report Card

### Reported for School Year 2010-11

Published During 2011-12

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#### Harding University Partnership School

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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.

#### 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. 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.

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## About This School

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

Harding University Partnership School is a neighborhood school nestled in the foothills of the Mesa serving over 500 pre-school through sixth-grade students. As one of the oldest schools in the Santa Barbara Unified School District, Harding has a long and rich tradition of academic excellence that began in 1927.

As a partnership school with the University of California Santa Barbara (since 2010), Harding offers a multitude of enriched and extended learning experiences that promote college readiness. These include:

- Ten student teachers from Gevirtz Graduate School of Education Teacher Education Program
- Annual school-wide field trip to UCSB
- After-school *Let's Explore Applied Physical Science* (LEAPS) classes

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- Mathematics Laboratory summer school program
- Ongoing research projects such as *Growth in Literacy* and *Mathematics Problem Solving*
- Positive Behavior Support specialists who provide ongoing direct instruction and guidance and support for the development of prosocial behaviors
- An onsite UCSB Family Strengths Center to provide targeted family coaching
- Ongoing support and guidance from professors and undergraduate students to promote the development of foundational reading skills in students
- Cultural arts assemblies

Harding University Partnership School is in the candidate phase of the International Baccalaureate Primary Years Programme and offers all students a rigorous and comprehensive academic program enhanced by an academic enrichment program that offers science, physical education, and technology instruction taught by credentialed teachers as well as a variety of cultural arts activities, including: vocal music, instrumental music, performing arts, creative movement, and visual arts.

Beginning in the spring of 2005, Harding community members engaged in a visioning process and ultimately a strategic planning process, which resulted in the Harding Strategic Plan. This plan outlines the school vision, mission, and action steps for three years, beginning in 2007-08. The plan was revised by the Harding leadership team and respective committees in 2009-10. Key elements of the plan are described below.

### Mission

The mission of Harding is to provide neighborhood children with a healthy learning environment in which to develop a strong foundation for higher learning, including strong academic skills, outstanding character, respect for diversity, and personal responsibility.

### Vision

The vision of Harding is empowered learning organization that engages all members of the school community in learning that is powerful, meaningful, relevant, and rigorous. Four goal areas support the realization of this goal:

1. **Core Academic Program.** A challenging and engaging instructional program provided by a team of dedicated, experienced, highly motivated, and professional educators  
**Goal:** Develop a rigorous core academic program in which all students master and exceed grade-level standards through powerful learning experiences that are delivered through highly engaging, relevant, and meaningful research-based activities, lessons, and units integrated across content areas.
2. **Academic Enrichment And Arts.** A rigorous, comprehensive, and standards-based academic enrichment program in the areas of science, physical education, vocal music, instrumental music, performing arts, visual arts, and technology.  
**Goal:** Develop a comprehensive program that extends, enriches, and enhances the core academic program.
3. **Early Childhood Education** beginning in preschool through second grade that includes: (1) an effective learning environment, (2) an aligned academic program, (3) systematic and guided opportunities for developing social and emotional competence, and (4) a UCSB/Gevirtz Graduate School of Education early childhood credential and laboratory school at Harding.  
**Goal:** Develop a strong academic and social emotional foundation beginning in preschool by providing the highest quality early learning experiences possible.
4. **Healthy Learning Environment.** Establish a sustainable learning environment that reflects healthy school-wide practices and promotes the establishment of life-long healthy habits for all members of the school community.

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**Goal:** Develop a high quality learning environment that supports and promotes safety, healthy choices, positive interactions, and a caring community.

The staff consists of the principal, an early childhood director, 24 credentialed regular-education classroom teachers in preschool through sixth grade and two credentialed special education teachers. Certificated support staff members include one speech and language specialist, a part-time psychologist, two credentialed reading intervention teachers, a credentialed art teacher, a credentialed art tutor, a credentialed Spanish enrichment teacher, instrumental music teachers, a credentialed writing support teacher, a technology resource teacher, and a physical education teacher.

Full-time classified staff members include an office coordinator, office assistant, health assistant, food service coordinator, two food service assistants, and two custodians. Part-time classified employees include a food service assistant, three kindergarten instructional assistants, five special education instructional assistants, and a library technician. Other support staff members include two Family Service Agency family advocates, four AmeriCorps members, an AVANCE parent educator, a Padres Adelante parent educator, five Positive Behavior Support (PBS) specialists, a Welcome Every Baby (WEB) nurse and child development specialist, and two childcare providers.

The campus is also the site for the Harding Early Years Family Resource Center, a place where families with children ages 0 to 5 years old can find help in locating services and information to improve their family's quality of life.

### **Opportunities for Parental Involvement (School Year 2010-11)**

**Contact Person:** Sally Kingston, Ph.D., Principal, (805) 965-8994

There are many opportunities for parents to actively participate in their child's education at Harding University Partnership School. Formal committees such as the School Site Council, English Learner Advisory Council (ELAC), and the Harding Foundation provide parents with leadership experience and involvement in school-wide decision making. Parent participation is also encouraged on other site-based committees. Harding has two school-wide initiatives that include parents: the Harding Early Years Program (HEYP) and the Harding Environment Committee. At the district level, parent representatives are invited to participate in parent leadership opportunities such as the Elementary Parent Advisory Council (EPAC) and the District English Learner Advisory Council (DELAC).

Parents are invited to participate in regularly scheduled parent education classes that are held on campus and are at least once weekly. Three core programs include: AVANCE, Community-Based English Tutoring (CBET), and Padres Adelante. Harding also partners with other agencies, such as UCSB and the Santa Barbara Public Library, to provide topic-specific parent education classes. Beginning in fall 2011, Harding boasts a comprehensive parent education, involvement, and leadership program, offering families with a multitude of opportunities based on identified needs and desires.

Parent/teacher conferences are an important opportunity for parents, teachers, and students to discuss each student's progress. For students in grades one through six, parent/teacher conferences are held in the fall and spring over the course of one week. For students in kindergarten, parent/teacher conferences are held during the first five weeks of school and for two weeks in winter.

Each year, parents are welcome and encouraged to attend two meetings with the classroom teacher: Meet the Teacher and Back to School Night. Meet the Teacher is an opportunity to meet the next year's classroom

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teacher and is traditionally held on the Friday before the first day of school. Back to School Night is an opportunity for parents to visit their child's classroom and learn about the academic program, expectations for student behavior, and how to support student learning. An annual Open House exhibits the university partnership and International Baccalaureate Primary Years Programme along with many other programs offered to Harding students and families.

There are many volunteer opportunities for parents at Harding, including volunteering in the classroom, library, or office; providing supervision on the playground; and supporting school-wide fundraising and community-building efforts. As a focal point for Harding School, parent involvement and leadership is supported and promoted by a parent volunteer and outreach specialist whose primary function is to recruit and train parent volunteers to support classroom and school-wide activities and to establish classroom-based parent education activities. Some highlights of the year are a Jog-a-Thon (October), a Winter Sing (December), Cinco de Mayo (May), Open House/Science Fair (April), Celebrate the Arts! (May), and Volunteer Tea (May). Additionally, parents are always welcome to visit classrooms and attend school events, such as cultural arts and student recognition assemblies.

Harding's parent education and leadership initiatives are supported by two Healthy Start family advocates who serve families of students in preschool through sixth grade. They work together on behalf of families to provide support, develop educational opportunities aligned to the school goals, and promote parent involvement.

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	67
Grade 2	60
Grade 3	74
Grade 4	61
Grade 5	83
Grade 6	58
<b>Total Enrollment</b>	<b>477</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	1.0%
Asian	0.0%
Filipino	0.2%
Hispanic or Latino	95.6%
Native Hawaiian/Pacific Islander	0.0%
White	2.7%
Two or More Races	0.4%
Socioeconomically Disadvantaged	83.2%
English Learners	81.1%
Students with Disabilities	11.3%

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### Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	18.0	4	0	0	24.0	0	3	0
1	20.0	3	0	0	28.0	0	2	0
2	20.0	4	0	0	24.0	0	2	0
3	19.8	4	0	0	24.0	1	2	0
4	27.5	0	2	0	29.5	0	2	0
5	30.0	0	2	0	22.5	1	3	0
6	29.5	0	2	0	28.0	0	2	0

## School Climate

### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: August 2011

Date Last Discussed with Staff: August 2011

In preparation for emergencies or crisis situations, students and staff participate in monthly emergency preparedness drills as well as an annual district mock drill. The school is equipped with fire extinguishers and first-aid kits and a disaster shed that houses emergency preparedness supplies. Each classroom has an emergency backpack, which includes a copy of the current emergency preparedness plan, a classroom roster, and first-aid materials. On an annual basis, the emergency preparedness materials, procedures, and plans are reviewed.

In the event of an emergency, students and staff are required to remain on the school campus until a designated person signs for their release. If children are on their way home, they should continue to their homes. Parents are asked to cooperate in providing current phone numbers, addresses, and names of trusted people to care for their children.

### Key Elements of School Safety Plan

- disaster plan
- fire drills
- information on hazardous materials, infectious diseases, health and safety
- exposure control
- harassment/ hate crime
- sexual harassment
- visitors
- playground uses
- student field trips
- tobacco-free school

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### Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	8.4	13.4	4.8	4.1	4.0	1.9
Expulsions	0	0	0.2	0	0	0

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

## School Facilities

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

Harding University Partnership School is the oldest elementary school in the Santa Barbara School Districts. It consists of two separate school buildings connected by a bridge. There are two permanent buildings and eight portable classrooms. In addition to 29 classrooms, there is a science lab, computer lab, auditorium, and an office. There are two playgrounds, one on each side of the school. A building owned and operated by the city of Santa Barbara is located on the primary playground and houses the A-OK after-school program. The primary playground, which has a large grassy play area, contains a variety of safe and productive activities, such as soccer, play equipment, swings, basketball, kickball, four square, jump rope, hula hoops, tetherball, and hopscotch. The upper-grade playground is asphalt and offers kickball, soccer, handball, foursquare, basketball, tetherball, play equipment, jump ropes, and hula hoops. Harding has an onsite garden that is an integral part of the playground. Teachers have one staff lounge and two work rooms.

Harding is clean, safe, and functional, and reflects a positive and academically-focused learning environment. The school grounds are maintained by two full-time custodians before, after, and during school hours. Additionally, district maintenance and operations crew members repair and upgrade the facilities throughout the school year along with district gardeners who provide weekly grounds maintenance. Supervision begins at 7:40 a.m. on both playgrounds and is provided by certificated and classified staff. Recess and lunch supervision is provided by certificated and classified staff. All students are expected to go home right after school unless they are participating in the School-Age Child Care (SACC), A-OK after-school programs, after-school academic classes, or after-school enrichment classes. Harding is a "closed campus," surrounded by fences, which remain locked at all times except when students come and go from school. During the school day, all visitors and volunteers are required to sign in and out of the school office. Visitors are required to sign out at the office before they take their children prior to classes being dismissed for the day.

The Harding Environment Committee, which consists of teachers, parents, the principal, community members, district administrators, neighbors and city representatives, meets regularly to discuss and plan for the improvements to the overall school environment. As part of their efforts, Harding has a new site-based cafeteria that produces homemade meals on a daily basis. The committee is also overseeing the development and implementation of green school concepts, environmental education, a school garden that supports life science curricula, and a facilities master planning process.

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### School Facility Good Repair Status (2011-12)

Repairs will be done with the existing Routine Restricted Maintenance funds currently budgeted for this fiscal year.

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	√			
<b>Interior:</b> Interior Surfaces		√		Missing floor tile in girls' restroom 4-A and boys' restrooms 4-B and 15-B. Chipped paint on walls in boys' restroom 4-B and girls' restroom 15-A. Loose ceiling tile in room 27. Chipped paint in halls.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		√		Considerable trash in falls, bathrooms and play area.
<b>Electrical:</b> Electrical		√		Ceiling lights out in rooms 16, 17, library, science lab and computer lab. Diffuser missing in girls' restroom 4-A. Cracked diffuser in teachers' lounge.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		√		Faucet not working in girls' restrooms 4-A and 15-A, and boys' restroom 15-B. Toilet leaks and faucets not working in boys' restroom 4-B
<b>Safety:</b> Fire Safety, Hazardous Materials	√			
<b>Structural:</b> Structural Damage, Roofs	√			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		√		Stuck window in room 16. Large cracks in playing surface of basketball courts. Needs to be replaced.
Date of inspection: September 2011				

## Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	27	25	21	281
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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*.

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

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%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: 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.

## Support Staff

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

Title	Number of FTE Assigned to School
Library Technician	0.8
Psychologist	0.4
Speech/Language/Hearing Specialist	1.0
Positive Behavior Support Specialist	2.5
Healthy Start Family Advocate	2.0

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.

## Curriculum and Instructional Materials

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

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
	All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

**School Finances**

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,322	\$3,236	\$5,085	\$72,379
District			\$5,611	\$67,787
Percent Difference Between School Site and District			-9%	+7%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			-7%	+4%

**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 2010-11)**

Harding University Partnership School receives federal and state funds to support identified students in meeting grade-level standards. These funds include:

- Title I;
- Title III;
- Title V;
- School and Library Improvement Program;
- Economic Impact Aid/Limited English Proficient;
- English Language Acquisition Program;

These funds are used to support a variety of programs that are aligned to the school-wide and grade-level English/language arts goals in the Harding University Partnership School Single Plan, which are based on analyses of summative and formative assessment results.

Harding is in the candidate phase of implementation of the International Baccalaureate (IB) Primary Years Programme. Related resources supported through the Single Plan include: IB coordinator hours, IB Primary Years Programme professional development and consultation, Spanish language development teacher and materials, and related application fees.

Resources such as the Healthy Start family advocate, the positive behavior support specialists, and the school psychologist serve to promote and strengthen the social and emotional development of students as well as the home-school connection. The family advocates oversee the Family Resource Center, which offers information and serves to improve families' quality of life and to support student learning. A family advocate provides ongoing support to Harding families with basic needs, counseling, education and recreation opportunities for students, parent involvement opportunities, health services, and family services. Site-based counseling is provided on a regular basis by positive behavior support specialists from the Counseling, Clinical, and School Psychology

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Department at the University of California Santa Barbara. Identified students participate in short-term counseling to provide social-emotional support for students who experience difficulty at school. The part-time school psychologist is on campus an additional two days a week to meet with students after receiving permission from their parent. Other services available include consultation with teachers and parents, assessment of special education students, individual and group counseling, and coordination of prevention activities and programs. Families who need more intensive support are referred to the onsite UCSB Family Strengths Center. The psychologist also works closely with the Collaborative Academic Support Team (CAST) and the Student Success Team (SST), the special education chairperson, the site-based counselor, and the principal.

Reading intervention teachers, kindergarten instructional assistants, and AmeriCorps members provide identified students with extended time in English/language arts, and small-group and individualized targeted instruction. Reading intervention services are provided to students who experience difficulty in meeting grade-level reading standards. Credentialed teachers provide one-to-one support of students in phonemic awareness, phonics, fluency, and sight words on a daily basis. Students who participate in this program are identified by classroom teachers. Kindergarten instructional assistants provide support to classroom teacher through small-group instruction in reading. A credentialed newcomer teacher provides small-group English language development instruction to newcomer students who are learning English as a second language and who have been enrolled in a public school in the United States for 12 months or less. A credentialed writing support teacher works with students who need small-group support in meeting grade-level writing standards.

Credentialed academic enrichment teachers provide all kindergarten through sixth-grade students with weekly instruction in art, physical education, and Spanish enrichment. Kindergarten students participate in standards-based academic enrichment instruction for three thirty-minute periods per week, and students in first through sixth grade participate for three forty-five minute periods per week.

The standards-based instruction serves to enhance the academic programs offered to regular and special education students. This also provides grade-level teams with weekly release time to collaborate. Classroom teachers teach technology to students in preschool through sixth grade in the Harding Computer Lab. Preschool through second grade students receive 20 minutes of early reading instruction per day through the Waterford Early Reading Program, and third through sixth grade students receive weekly technology lessons. All preschool through sixth-grade students participate in library lessons for 45-minutes per week.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	43,986	41,035
<b>Mid-Range Teacher Salary</b>	67,910	65,412
<b>Highest Teacher Salary</b>	79,853	84,837
<b>Average Principal Salary (Elementary)</b>	110,532	106,217
<b>Average Principal Salary (Middle)</b>	118,325	111,763
<b>Average Principal Salary (High)</b>	123,822	121,538
<b>Superintendent Salary</b>	204,400	197,275
<b>Percent of Budget for Teacher Salaries</b>	37%	39%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	5%

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

## 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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	31%	31%	38%	51%	52%	54%	49%	52%	54%
Mathematics	41%	43%	52%	56%	58%	61%	46%	48%	50%
Science	17%	50%	53%	49%	58%	59%	50%	54%	57%

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.

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	38%	52%	53%
Male	38%	51%	58%
Female	39%	53%	49%
Hispanic or Latino	37%	51%	51%
Socioeconomically Disadvantaged	36%	50%	47%
English Learners	34%	49%	49%

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<b>Students with Disabilities</b>	22%	42%	
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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 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.50%	32.50%	18.80%

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.

## 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. 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 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	2	2	1

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	9	0	57
Hispanic or Latino	7	1	56
Socioeconomically Disadvantaged	6	2	58
English Learners	7	1	61

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
<b>All Students at the School</b>	318	744	3,104	793	4,683,676	778
<b>Black or African American</b>	0		32	815	317,856	696
<b>American Indian or Alaska Native</b>	5		24	797	33,774	733
<b>Asian</b>	0		39	924	398,869	898
<b>Filipino</b>	1		9		123,245	859
<b>Hispanic or Latino</b>	301	738	2,202	749	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		3		26,953	764
<b>White</b>	9		730	909	1,258,831	845
<b>Two or More Races</b>	2		54	872	76,766	836
<b>Socioeconomically Disadvantaged</b>	267	737	1,938	743	2,731,843	726
<b>English Learners</b>	264	727	1,715	734	1,521,844	707
<b>Students with Disabilities</b>	47	639	485	676	521,815	595

### 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 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)

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 2010-11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes

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### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

## Instructional Planning and Scheduling

### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.