

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Independence High | District Name | East Side Union High |
| Street | 1776 Educational Park Dr. | Phone Number | 408-347-5010 |
| City, State, Zip | San Jose, CA 95133-1703 | Web Site | www.esuhdsd.org |
| Phone Number | (408) 929-9500 | Superintendent | Mr. Bob Nunez |
| Principal | Cec Bell | E-mail Address | nunezb@esuhdsd.org |
| E-mail Address | bellc@esuhdsd.org | --- | --- |

School Description and Mission Statement

This section provides information about the school's goals and programs.

Independence High School is located in the East foothills of San Jose. It is the largest of ten comprehensive high schools in the East Side Union High School District. For the past two years, the student population had exceeded 4,350, the largest enrollment in its history. The teaching staff includes 220 teaching faculty and 120 support personnel. The administration includes a principal, two associate principals and four villa principals. The student population 9th – 12th grade is divided into four villas, each having its own principal, counselors and office staff. As the population of their students and the needs of the work force in Silicon Valley changed, the staff realized that the process of teaching and learning had to be reevaluated and changed to prepare students to become life long learners in the 21st century. Students are no longer tracked into classes by ability level. All Freshmen are placed into college prep Integrated Science, Algebra 1 and English classes.

Opportunities for Parental Involvement

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

| | | | |
|----------------------------|----------------------|------------------------------------|---------------------|
| Contact Person Name | Susan Cassens | Contact Person Phone Number | 408-985-9574 |
|----------------------------|----------------------|------------------------------------|---------------------|

Independence values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Independence maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Independence utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Independence High School provides a number of parent involvement opportunities. In order to empower parents to help their students to achieve, the Independence guidance department offers ongoing services to parents. These services include, but are not limited to: (1) individual parent conferences, (2) assistance to parents in evaluating student academic and testing performances, (3) discussions with parents regarding strategies for behavior and attendance issues and (4) support to parents and students regarding career counseling and referrals to schools, colleges and universities. To further assist parents to become advocates for their children, Independence hosted and/or its parents participated in site-based and district sponsored Latino, African American, and Vietnamese Parent Conferences; Parent Empowerment Conferences; District English Language Learner Advisory Committee; District Safety Committee; District Bond Oversight Committee; District Boundaries Committee; GATE Parent Advisory Committee; and a wide variety of Ad Hoc committees. In addition, Independence has dynamic parent leaders on its School Site Council, Parent-Teacher-Student Association, and School Safety Committee. Needless to say, parents are definitely welcome on the Independence campus and are routinely invited to participate in leadership, volunteer, and participatory roles in all school functions.

Independence is committed to involving as many segments of the community as possible in planning, operating, monitoring and evaluating its educational programs. This includes:

- **SCHOOL SITE COUNCIL:** A group of 32 teachers, counselors, parents, students and administrators who are responsible for planning and sustaining the school's School Improvement Program.
- **SCHOOL ADVISORY COMMITTEE & BILINGUAL ADVISORY COMMITTEE:** These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
- **AD HOC COMMITTEES:** Advisory and information parent and staff committees meet regularly for magnet and academy program students, ELD students, African American students and Hispanic students. The 2006-2007 school year will see a revitalized freshman program wherein freshmen are divided in to four groups which participate in intramural recreation and have access to extra counseling.
- **MODERNIZATION/BAND OVERSIGHT COMMITTEE:** A group of staff and parents who met with architects and project planners to oversee the renovation plans for Independence
- **IHS BAND BOOSTERS:** This group provides support and direction to the band. Other parent and community groups support spirit leaders, athletic teams, clubs, and classes.

Independence High School is recognized for its excellence in education throughout the State of California.

Student Enrollment by Grade Level

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

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 0 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 943 |
| Grade 3 | 0 | Grade 10 | 945 |
| Grade 4 | 0 | Grade 11 | 915 |
| Grade 5 | 0 | Grade 12 | 949 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 3752 |

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 4.0 | White (not Hispanic) | 6.5 |
| American Indian or Alaska Native | 0.6 | Multiple or No Response | 0.3 |
| Asian | 35.8 | Socioeconomically Disadvantaged | 33.2 |
| Filipino | 19.5 | English Learners | 28.0 |
| Hispanic or Latino | 32.2 | Students with Disabilities | 8.0 |
| Pacific Islander | 1.1 | --- | --- |

Average Class Size and Class Size Distribution (Secondary)

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

| Subject | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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+ |
| English | 25.2 | 69 | 97 | 8 | 25.4 | 68 | 84 | 9 | 24.6 | 66 | 56 | 24 |
| Mathematics | 26.0 | 43 | 56 | 20 | 26.4 | 46 | 46 | 23 | 24.1 | 62 | 43 | 30 |
| Science | 29.2 | 7 | 84 | 23 | 30.4 | 2 | 72 | 32 | 30.3 | 10 | 43 | 47 |
| Social Science | 29.8 | 3 | 76 | 13 | 30.2 | 4 | 65 | 24 | 30.5 | 5 | 40 | 38 |

II. School Climate

School Safety Plan

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

| Date of Last Review/Update | February 2006 | Date Last Discussed with Staff | March 2006 |
|---|---------------|--------------------------------|------------|
| <p>Independence has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Independence Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.</p> <p>The 2006-2007 Independence High School Site Safety Plan has a comprehensive, enforceable, and continuous:</p> <p>Behavior policy</p> <ul style="list-style-type: none">◆ Rules and regulations◆ Dress code policy◆ Protocols for safety/emergency drills◆ Tardy policy◆ Attendance policy◆ Referral process◆ Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services◆ Safety team◆ Multi-service team | | | |

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

| |
|---|
| <p>In order to meet the diverse needs of all of our students, Independence offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Independence also offers the following programs and services: Camp Any town, Cultural Assemblies, Community Partnerships, Community Policing Partnership, Smaller Learning Communities, AVID, Advanced Placement Program, Student Support Program, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, and MSW Interns.</p> <p>In order to develop and reinforce positive character traits, Independence clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is Independence's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and Independence's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model</p> |
|---|

appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

To further ensure student safety, the campus operates as a closed facility during the school day under regulations adopted by the Board of Trustees. Students are not permitted to leave school except with permission from their parent/guardian, and outsiders are not permitted on campus unless they have proper business with the school, register in the office, and wear a visitor's badge. This practice ensures optimum opportunities for learning without concern for outside interference. When violations of school rules and policies occur, those involved are dealt with fairly and firmly, and appropriate discipline or legal action is taken.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 9.9% | 13.8% | 20.3% | 11.2% | 7.9% | 17.6% |
| Expulsions | 0.05% | 0.00% | 0.27% | 0.2% | 0.18% | 0.15% |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Age of School Buildings

Although the main school campus was constructed in 1976, portable buildings have been added to accommodate diverse program needs.

Maintenance and Repair

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Modernization Projects

During the 2004-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities. The remodeling of the main gym is complete. In addition, remodeling of each of the four villa classrooms will be complete by Fall of 2006.

School Facility Conditions Good Repair Status

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

| Item Inspected | Facility in Good Repair | | Repair Needed and Action Taken or Planned |
|---|-------------------------|----|---|
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | | X | Have done repairs throughout the campus. Working with Architect to change out old units within the next year. |
| Windows/Doors/Gates (interior and exterior) | X | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | |
| Hazardous Materials (interior and exterior) | X | | |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior and exterior) | | X | Some of the Exterior lights were not working. They have been repaired. |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains (inside and outside) | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | | | |

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 161 | 155 | 159 | 1033 |
| Without Full Credential | 21 | 19 | 8 | 143 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

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 | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 88.0 | 12.0 |
| All Schools in District | 87.0 | 13.0 |
| High-Poverty Schools in District | 0.0 | 0.0 |
| Low-Poverty Schools in District | 87.0 | 13.0 |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the

needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

V. Support Staff

Academic Counselors and Other Support Staff

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 | 7.0 | 536.0 |
| Library Media Teacher (Librarian) | 0.2 | --- |
| Library Media Services Staff (paraprofessional) | 1.0 | --- |
| Psychologist | 1.4 | --- |
| Social Worker | 0.0 | --- |
| Nurse | 0.17 | --- |
| Speech/Language/Hearing Specialist | 0.0 | --- |
| Resource Specialist (non-teaching) | 0.0 | --- |
| Other | 1.6 | --- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Publisher & Publication Date | School Board Approval Date | Aligned with California State Content Standards | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|---------------------------------|----------------------------|---|---|
| Reading/Language Arts | | | | |
| English 1 – “The Language of Literature Ninth Grade” | McDougal Littell 2002 | 4/2004 | Yes | 0% |
| English 2 – “Elements of Literature 4 th Course” | Holt/1997 | 6/1998 | Yes | 0% |
| English 3 – “Timeless Voices Timeless Themes Am. Experience” | Prentice Hall/ 2000 | 6/2001 | Yes | 0% |
| English 4 – “The Language & Literature of The World” | McDougal Littell/2000 | 6/2002 | Yes | 0% |
| Composition & Literature – “Literature and Language Arts Third Course” | Holt/2003 | 6/2006 | Yes | 0% |
| Mathematics | | | | |
| Algebra I – “E & A Algebra 1” | McDougal Littell/ 1998 | 6/1998 | Yes | 0% |
| Geometry – “Geometry” | McDougal Littell/ 2007 | 6/2006 | Yes | 0% |
| Algebra II – “E & A Algebra 2” | McDougal Littell/ 1998 | 6/1998 | Yes | 0% |
| Math Analysis – “Precalculus With Limits” | Houghton Mifflin/ 2001 | 6/2001 | Yes | 0% |
| Calculus – “Calculus” | McDougal Littell/ 2005 | 6/2001 | Yes | 0% |
| Science | | | | |
| Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” | Holt/ 2001, 03, 04 | 2/2001 | Yes | 0% |
| Biology – “Biology: Web of Life; Holt Biology” | Holt/ 1998, 99, 04 | 5/1998 | Yes | 0% |
| Chemistry – “Chemistry: Connections to our Changing World” | Prentice-Hall/ 2000, 02 | 3/2000 | Yes | 0% |
| Physics – “Conceptual Physics” | Addison-Wesley/1992, 99, 02, 06 | 5/1993 | Yes | 0% |

| History-Social Science | | | | |
|--|---------------------------------|---------|-----|----|
| World History – “ Modern World History” | McDougal-Littell/ 2003 | 5/2001 | Yes | 0% |
| US History – “The United States and It’s People” | Addison-Wesley/1995 | 5/1996 | Yes | 0% |
| American Government – “Magruder’s American Government” | Prentice Hall/1997 | 6/1998 | Yes | 0% |
| American Government – “We The People” | Center for Civic Education/2002 | 5/1990 | Yes | 0% |
| Economics – “Holt Economics” | Holt/2003 | 11/2002 | Yes | 0% |
| Economics – “Junior Achievement” | Junior Achievement Corp. | 6/1986 | Yes | 0% |
| Foreign Language | | | | |
| Spanish 1, 2, 3, – Series “Realidades 1, 2, 3” | Prentice Hall/2004 | 5/2004 | Yes | 0% |
| French 1, 2, 3, – Series “Discovering French 1, 2, 3” | McDougal Littell/2004 | 5/1994 | Yes | 0% |
| German 1, 2, 3 – Series” Komm Mit, level 1, 2, 3” | Holt, Reinhart and Winston/2003 | 5/2006 | Yes | 0% |
| German 4 AP – “Geni@al (pilot) | Langenscheidt/ 2004 | 5/2006 | Yes | 0% |
| Spanish Speakers 2 – “Sendas Literarias 1” | Pearson Prentice Hall/1995 | 5/1995 | Yes | 0% |
| Spanish Speakers Lang AP “Nuevas Vistas 2” | Holt Reinhart and Winston/2003 | * | Yes | 0% |
| Spanish Speakers Lit AP – “Abriendo Puertas tomo 1 & Abriendo Puertas tomo 2” | McDougal Littell/2003 | 5/1995 | Yes | 0% |
| Vietnamese Speakers 1, 2, 3, 4 – Series “Vietnamese Language Level 1, 2, 3, 4” | District created textbook | N/A | Yes | 0% |
| English Language Development | | | | |
| ELD Levels 1, 2, 3– “Shining Star” Series (Keys to Learning thru Level C) | Pearson-Longman/2003 | 5/2005 | Yes | 0% |
| Science Supplies and Lab Equipment | | | | |
| Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations. | | | | |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$6,522 | \$1,095 | \$5,427 | \$68,097 |
| District | --- | --- | \$6,074 | \$67,720 |
| Percent Difference - School Site and District | --- | --- | -\$647 | \$377 |
| State | --- | --- | \$4,743 | \$60,037 |
| Percent Difference - School Site and State | --- | --- | \$684 | \$8,060 |

Types of Services Funded

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

During the 2004-2005 school year, Independence received additional funds to support students with special needs. The following special programs are offered at the school:

- ◆ Adaptive Physical Education: Physical Education classes for students with special needs
- ◆ English Language Development Classes: Language development classes for our English Language Learners
- ◆ California Partnership Academies: 3 Partnership academies (Finance, Electronics and Teaching) core and career pathway classes for students at risk
- ◆ Economic Impact Aid : academic, social, linguistic, and emotional support for at risk and low income students:
- ◆ Title I Program: academic support for low income students
- ◆ Gifted and Talented Education: enhanced and enrichment programs for our gifted and talented students
- ◆ Special Education Classes: core classes, curriculum and support services for students with special needs
- ◆ School Psychologist: provides assessment and support for Sp Ed teachers and students with special needs:
- ◆ CAHSEE Support Classes: support and intervention classes that prepare students to pass the California High School Exam
- ◆ Central County Occupational Center: integrated instructional programs that help students obtain technical training to prepare them for the work force or further their education
- ◆ Regional Occupation Program: instructional where students obtain technical training
- ◆ Parent Classes: parenting classes offered for our teen mothers through the Children's Center
- ◆ Section 504 Plan Services: educational plan for regular education students with medical disabilities
- ◆ Limited English Proficient: academic and linguistic support for English Language Learners
- ◆ Multi-Service Team: representatives from Student Support, Police Department, Student Discipline and administration that meet to monitor school climate
- ◆ School Improvement Program: academic programs, activities, and services provides for all students
- ◆ Speech Therapy: support for students with speech disabilities
- ◆ Student Assistance Program: : provides health, mental health, social and emotional health services

- ◆ Vocational Education: programs that teach students the skills needed to be successful in college and the workplace
- ◆ Migrant Education Program: support services for our migrant student population
- ◆ After School Tutoring: before and after school tutoring centers for students who need academic help .

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$44,393 | \$37,671 |
| Mid-Range Teacher Salary | \$75,604 | \$63,121 |
| Highest Teacher Salary | \$89,953 | \$78,630 |
| Average Principal Salary (High) | \$107,889 | \$111,909 |
| Superintendent Salary | \$236,920 | \$163,061 |
| Percent of Budget for Teacher Salaries | 38.6 | 37.8 |
| Percent of Budget for Administrative Salaries | 4.6 | 5.2 |

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|-------------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 31 | 38 | 40 | 33 | 38 | 39 | 36 | 40 | 42 |
| Mathematics | 16 | 19 | 20 | 16 | 19 | 22 | 34 | 38 | 40 |
| Science | 21 | 23 | 39 | 20 | 23 | 36 | 25 | 27 | 35 |
| History-Social Science | 30 | 37 | 35 | 27 | 31 | 30 | 29 | 32 | 33 |

CST 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 | History-Social Science |
| African American | 22 | 2 | 17 | 11 |
| American Indian or Alaska Native | 29 | 0 | * | * |
| Asian | 53 | 34 | 58 | 49 |
| Filipino | 46 | 17 | 42 | 36 |
| Hispanic or Latino | 20 | 8 | 17 | 17 |
| Pacific Islander | 22 | 8 | * | 25 |
| White (Not Hispanic) | 56 | 20 | 62 | 50 |
| Male | 36 | 19 | 39 | 35 |
| Female | 44 | 21 | 39 | 34 |
| Economically Disadvantaged | 29 | 18 | 30 | 26 |
| English Learners | 11 | 11 | 5 | 5 |
| Students with Disabilities | 8 | 4 | 4 | 9 |
| Students Receiving Migrant Education Services | 15 | 8 | 9 | 15 |

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 44 | | | 47 | | | 43 | 41 | 42 |
| Mathematics | 55 | | | 53 | | | 51 | 52 | 53 |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 5 | N/A |
| 7 | N/A |
| 9 | 25.4% |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide | 4 | 6 | 6 |
| Similar Schools | 1 | 3 | 6 |

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | 34 | 33 | 7 | 718 |
| African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | 25 | 25 | 10 | 793 |
| Filipino | 28 | 40 | -9 | 750 |
| Hispanic or Latino | 31 | 42 | 19 | 614 |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (not Hispanic) | 22 | 55 | -1 | 771 |
| Socioeconomically Disadvantaged | 43 | 32 | 1 | 670 |
| English Learners | -- | -- | 7 | 695 |
| Students with Disabilities | -- | -- | 12 | 474 |

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Independence High School is not an underperforming school requiring state intervention.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | No | No |
| Participation Rate - English-Language Arts | No | No |
| Participation Rate - Mathematics | No | No |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | No | No |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not In PI | In PI |
| First Year of Program Improvement Implementation | | 2004-2005 |
| Year in Program Improvement | | Year 2 |
| Number of Schools Currently in Program Improvement | --- | 2 |
| Percent of Schools Currently in Program Improvement | --- | 11.8 |

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Dropout Rate (1-year) | 4.7 | 6.4 | 8.7 | 3.0 | 4.0 | 7.5 | 3.2 | 3.3 | 3.1 |
| Graduation Rate | 92.7 | 83.0 | 77.5 | 89.6 | 86.6 | 80.5 | 86.7 | 85.3 | 84.9 |

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit

Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2006 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 97% | 98% | --- |
| African American | N/A | 98% | --- |
| American Indian or Alaska Native | N/A | N/A | --- |
| Asian | 97% | 98% | --- |
| Filipino | 98% | 99% | --- |
| Hispanic or Latino | 94% | 96% | --- |
| Pacific Islander | N/A | 95% | --- |
| White (not Hispanic) | 100% | 100% | --- |
| Socioeconomically Disadvantaged | 95% | 95% | --- |
| English Learners | 80% | 83% | --- |
| Students with Disabilities | 99% | 100% | --- |

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; and Partnership Academies.

Technology is also integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs.

Students have access to the Internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, Independence High School offers programs such as the Teaching Academy, Finance Academy, Business Communications, Graphic Design, Yearbook, CCOC, ROP, and Work Experience that teach students the skills needed to be successful in college and the workplace.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils | 562 |
| Percent of pupils completing a CTE program and earning a high school diploma | 86.1% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 25% |

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 71.7 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 28.3 |

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | --- |
| English | 1 | --- |
| Fine and Performing Arts | 1 | --- |
| Foreign Language | 2 | --- |
| Mathematics | 3 | --- |
| Science | 3 | --- |
| Social Science | 2 | --- |
| All courses | 12 | 4.1 |

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Independence High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Indicator | 2004 | 2005 | 2006 |
|--|------|------|------|
| Percent of Grade 12 Students Taking the Test | 35.1 | 37.7 | 36.6 |
| Average Verbal Score | 462 | 474 | 463 |
| Average Math Score | 509 | 507 | 515 |
| Average Writing Score | --- | --- | 468 |

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Independence focuses on preparing students to be successful in high school, to achieve the best possible intellectual and personal development, and above all, to graduate with skills that enable them to achieve success beyond the high school years. The majority of students are truly interested in obtaining a good education and feel that Independence is preparing them for the world of work and/or further education beyond high school. The School provides a challenging and comprehensive academic curriculum, a variety of tutorial programs, career education, individualized and group counseling, and a variety of support systems for all students.

Because Independence is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population. Led by a dynamic team of dedicated and hard working school leaders, Independence High School has

developed strategies for continuing student success that include:

- ◆ Increase Advanced Placement opportunities
- ◆ Allocate resources effectively to support student success
- ◆ Expand community partnerships to provide services to students
- ◆ Increase the number of students eligible for post-secondary education

The administrative leadership team consists of Carol Blackerby, Principal, John Najac, Associate

Principal of Educational Development, Warren Strouse, C Villa Principal, Greg Meissner, D Villa Principal, Jesus Rios, A Villa Principal, Paul Mansingh, B Villa Principal, and Ray Valverde, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because Independence is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Independence on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Independence's governance structure invites and values the multidimensional input provided by all of its stakeholders. The major governance structures include:

School Site Council: A group of 32 teachers, counselors, parents, and students and administrators are responsible for planning a sustaining the School Improvement Program.

DAC/ELAC: These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.

GATE Committee: A group of parents/teachers, and other school staff who plan programs to meet the needs of the school's 400 (10%) gifted students.

The Instructional Team Leaders/18.4 Committee: Department chairs who meet once per month to discuss current issues and resolves problems. They also focus on long range planning to increase the effectiveness of the school programs and assure that standards based instruction if of the highest quality.

Ad HOC Committees: Advisory and information parent and staff committees meet regularly for magnet and academy program student, ELD students, African-American, Filipino, and Hispanic students.

In order to ensure a cycle of continuous improvement, Independence has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT , CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Independence has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *Fitness Gram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

The staff of Independence High School values and actively participates in professional development as trainers and adult learners. Advances in curriculum and improved student achievement are the results of this staff's commitment to teaching to content standards and collaboration with each other. Professional development focused primarily upon the following:

♦**Curriculum:** District efforts in all subject areas have been targeted at alignment of the instructional program with the state framework and content standards. Through subject area coordinators, district wide department leaders have helped to create agreed upon course descriptions, grading policies, scope and sequence of instruction, and common assessment measures. These agreements have been brought to the school level where teams of teachers are developing standards based units of instruction that take into account our students' particular skills levels and needs. The examination of student work within departments has helped inform the creation of those units of instruction.

♦**Training:** The staff participated in training in creating standards based units of instruction using standards-based backwards mapping throughout the school year. In the 2005=2006 school year teachers have spent time examining school programs and student achievement data in preparation for WASC.

♦**Student Support:** Data is compiled every quarter and every semester to address and monitor the progress of under-performing students. This process enables the school's leadership team and staff to implement immediate interventions to improve student achievement. Data discussions and cycles of inquiry are conducted periodically in leadership meetings, department meetings, and ITL meetings. Results of data discussions enable the school to determine next steps and interventions. To ensure equity for all students, specific emphasis is placed on meeting the needs of targeted students such as English Language Learners, Title I, and numerically

significant API subgroups.

♦**Equal Access:** All students at Independence High School are receiving the district's core curriculum as evidenced by samples of student work, teacher lesson plans, and formal and informal observations. Teachers, paraprofessionals, and administrators work collaboratively to deliver the district's core curriculum to all students. Professional development activities are structured to improve the ability of all staff to better meet the needs of all students including multi-funded students. There is also an emphasis on professional development activities that encourage departments to align lessons with the state math and language arts standards. The Independence High School staff employs differentiated instructional strategies to deliver the core curriculum to multi-funded students, which is supported by the district and the school's categorical fund. All staff members collaborate and share ideas during collaboration day. Samples of student work, department meetings, ITL meetings, and district level meetings ensure that all students are receiving the district's core curriculum.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| K | | 36,000 |
| 1 | | 50,400 |
| 2 | | 50,400 |
| 3 | | 50,400 |
| 4 | | 54,000 |
| 5 | | 54,000 |
| 6 | | 54,000 |
| 7 | | 54,000 |
| 8 | | 54,000 |
| 9 | 70,565 | 64,800 |
| 10 | 70,565 | 64,800 |
| 11 | 70,565 | 64,800 |
| 12 | 70,565 | 64,800 |

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In 2005-2006, students had twenty (23) shortened day schedules. Fourteen (15) shortened days provided the time for teacher collaboration and staff development. Six (6) shortened days were for finals week and two (2) minimum days preceded holidays.