

Executive Summary School Accountability Report Card, 2010–11

For International School of Monterey

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This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school office.

About This School

Mission & Programs

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

ISM welcomed its first classes in grades K-4 in August 2001. The 2010-2011 year marked the school's tenth year of operation as a K-8 charter school delivering outstanding public education in Monterey County. From its home on the Manzanita School site in Seaside, ISM served 418 students from its surrounding Monterey County communities, maintaining average student-teacher ratios of 20:1 in grades K-1, 22:1 in grades 2-3, and 25:1 in grades 4-8.

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

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

In spring 2011, ISM applied for candidacy for both the Primary Years Programme (PYP) and Middle Years Programme (MYP) of the International Baccalaureate (IB) in September 2011, and is pursuing authorization as an IB World School by 2014. IB schools share a common philosophy—a commitment to high quality,

challenging, international education that ISM believes is important for our students. Only schools authorized by the IB Organization can offer any of its three academic programmes: the PYP, the MYP, or the Diploma Programme (and IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted. The IBO.org website provides further information about the IB and its programmes.

Student Achievement

ISM students achieved notable success during the 2010-2011 year. Five teams of 7th graders finished in the top 10 overall at the World Savvy World Affairs Challenge held at San Francisco State University; one team finished 2nd for most creative presentation and 3rd for best formal presentation, another earned 1st for most creative, and another finished 3rd in the best solutions showcase; and 22 ISM students earned Top-10 scores on the Global Awareness Current Events Quiz. Fifty-one 5th graders submitted team posters for the Monterey County History Day competition in March, and two teams advanced to the state finals in April. Six ISM students discussed education and charter school issues with our local politicians at the Annual Advocacy Day in Sacramento sponsored by the California Charter Schools Association. Five 7th graders earned International Student Awards from the Council of International Schools for their efforts to raise money for relief aid for Japan following the devastating earthquake and tsunami. Two 6th graders were selected to participate in the Steinbeck Center's Young Authors Day of Writing, with one finishing 2nd in the advanced writers division. Three 7th graders competed in the Monterey County Science Fair in March with one winning first place in the cognitive science category and advancing to the state finals. And 15 Mathletes from grades 5 through 8 competed against 357 others representing 41 schools in the Monterey County Athletics competition at the Naval Postgraduate School, with one placing 1st, one 2nd, and three 3rd in their grade levels.

Though the school focuses on holistic learning and does not “teach to the test” as has become the norm in some schools, ISM students do complete the same tests as other public school students, and they perform quite well. The school's score on California's Academic Performance Index (891 in 2011) made ISM the highest-scoring school in the Monterey Peninsula Unified School District.

Student Enrollment

Group	Enrollment
Number of students	418
Black or African American only	4.3%
American Indian or Alaska Native only	0.2%
Asian only	14.6%
Filipino only	3.1%
Hispanic or Latino (regardless of race)	20.1%
Native Hawaiian or Pacific Islander only	0.5%
White only	39.0%
Two or More Races (not Hispanic or Latino)	17.7%
Socioeconomically Disadvantaged	13.6%
English Learners	3.3%
Students with Disabilities	3.3%

Teachers

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

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	79%
Mathematics	72%
Science	81%
History-Social Science	67%

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

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	891
Statewide Rank (from 2010 Base API Report)	9
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2011–12 Program Improvement Status (PI Year)	NA

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

ISM leases facilities from the Monterey Peninsula Unified School District. The District provides site maintenance, and carries responsibility for the safety of the grounds and facilities. Accordingly, ISM submits work requests to the District when repairs and corrections become necessary. The last full site inspection jointly conducted by ISM and MPUSD took place in September 2009.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,953
District	\$5,074
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–2011 School Year

Published During 2011–2012

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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school office.

I. Data and Access

Ed-Data Partnership Website

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 webpage at

<http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–2012)

School		District	
School Name	International School of Monterey	District Name	Monterey Peninsula Unified
Street	1720 Yosemite Street	Phone Number	(831) 645-1200
City, State, Zip	Seaside, CA, 93955-3914	Web Site	www.mpusd.k12.ca.us
Phone Number	(831) 583-2165	Superintendent	Marilyn Shepherd
Director	Sean Madden	E-mail Address	mshepherd@mpusd.k12.ca.us
Email Address	info@ismonterey.org	CDS Code	27660926118962

School Description and Mission Statement

Vision

A world of understanding

Mission

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

Academic Commitments

Internationalism ~ Inquiry ~ Understanding ~ Success

Motto

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

Who We Are

A successful school created to...

Bring worldclass international education to a public school setting.

Integrate best practices, established standards, and an international curriculum.

Maintain a multicultural environment that advances understanding of and respect for all.
Promote strong partnerships among school, home, and community.

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

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

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

Opportunities for Parental Involvement (School Year 2010–2011)

A primary reason for ISM's success is the involvement of parents/guardians. The school asks them to support their children's learning each and every day, and expects that each family contribute three hours of service to the school each month for the first enrolled child and one additional hour for each additional child. During the 2010-2011 school year, the 288 ISM families contributed more than 12,000 hours of service, with 99 percent participating. The hundreds of service opportunities include daily classroom support, school library management, monthly Saturday site workdays, annual fundraising and special events, school committees, and much more. Often grandparents and the students themselves join the parents/guardians to complete volunteer assignments. The ISM Volunteer Coordinator ensures that all families can find meaningful and workable opportunities to meet their commitment.

Student Enrollment by Grade Level (School Year 2010–2011)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	48
Grade 1	40	Ungraded Elementary	0
Grade 2	44	Grade 9	0
Grade 3	45	Grade 10	0
Grade 4	50	Grade 11	0
Grade 5	51	Grade 12	0
Grade 6	50	Ungraded Secondary	0
Grade 7	50	Total Enrollment	418

Student Enrollment by Subgroup (School Year 2010–2011)

Group	Percent of Total Enrollment
Black or African American only	4.3%

American Indian or Alaska Native only	0.2%
Asian only	14.6%
Filipino only	3.1%
Hispanic or Latino (regardless of race)	20.1%
Native Hawaiian or Pacific Islander only	0.5%
White only	39.0%
Two or More Races (not Hispanic or Latino)	17.7%
Socioeconomically Disadvantaged	13.6%
English Learners	3.3%
Students with Disabilities	3.3%

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

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	0	0	20	2	0	0	20	2	0	0
1	20	2	0	0	20	2	0	0	20	2	0	0
2	20	2	0	0	22	0	2	0	22	0	2	0
3	20	2	0	0	22	0	2	0	22.5	0	2	0
4	25	0	2	0	25	0	2	0	25.0	0	2	0
5	25	0	2	0	25	0	2	0	25.5	0	2	0
6	25	0	2	0	25	0	2	0	25	0	2	0
Other												

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

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

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	0	5	0	24.5	0	4	0	24.8	0	4	0
Mathematics	16.4	6	0	0	16.3	6	0	0	16.5	6	0	0
Science	25	0	5		24.5	0	4	0	24.8	0	4	0
Social Science	25	0	5	0	24.5	0	4	0	24.8	0	4	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

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

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

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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

School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	21	21	20	NA
Without Full Credential	5	5	6	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%

Low-Poverty Schools in District	100.00%	0.00%
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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.

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	418
Counselor (Social/Behavioral or Career Development)	Handled by academic counselor	
Library Media Teacher (librarian)	Handled by family volunteers	
Library Media Services Staff (paraprofessional)	Handled by family volunteers	
Psychologist	.2	
Social Worker	NA	
Nurse	Handled by front office staff	
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	.5	
Instructional Aides	2.0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Current?/Quality	Percent students lacking own assigned copy
Reading/Language Arts	Textbooks / NA	Current / Excellent	0
Mathematics	Textbooks / NA	Current / Good	0
Science	Teacher-generated materials / NA	Current / Excellent	0
History-Social Science	Teacher-generated materials / NA	Current / Excellent	0
Foreign Language	Textbooks / NA	Current / Excellent	0
Health	Teacher-generated materials / NA	Current / Excellent	0
Visual and Performing Arts	Teacher-generated materials / NA	Current / Excellent	0
Science Laboratory Equipment (grades 9-12)	Miscellaneous	Current / Good	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–2010)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,953	NA	\$6,953	\$45,372
District			\$5,074	\$57,591
Percent Difference – School Site and District			+37.0%	-21.2%
State			\$5,455	\$67,667
Percent Difference – School Site and State			+27.5%	-32.9%

Note: Cells shaded in black do not require data.

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 2010–2011)

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

During the 2010-2011 school year, ISM offered middle school sports for grades 6-8, the After-School International program for grades K-8, and fresh lunch for all students.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	Charter School Amount	District Amount	State Average for Districts in the Same Category
Beginning Teacher Salary	\$36,360	\$38,104	\$41,035
Mid-Range Teacher Salary	\$45,372	\$56,600	\$65,412
Highest Teacher Salary	\$59,124	\$75,817	\$84,837
Average Principal Salary (Elementary)	NA	\$92,071	\$106,217
Average Principal Salary (Middle)	NA	\$96,206	\$111,763
Average Principal Salary (High)	NA	\$106,276	\$121,538
Superintendent Salary	NA	\$176,800	\$197,275
Percent of Budget for Teacher Salaries	38.33%	33.00%	39.00%
Percent of Budget for Administrative Salaries	NA	6.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to

those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	80%	73%	79%	45%	47%	48%	49%	52%	54%
Mathematics	69%	68%	72%	40%	40%	42%	46%	48%	50%
Science	80%	77%	81%	44%	47%	47%	50%	54%	57%
History-Social Science	52%	72%	67%	35%	37%	42%	41%	44%	48%

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students at the School	79%	72%	81%	67%
Male	76%	71%	83%	81%
Female	83%	72%	80%	50%
Black or African American	43%	43%		
American Indian or Alaska Native				
Asian	90%	88%	88%	
Filipino	64%	55%		
Hispanic or Latino	59%	50%	67%	

Native Hawaiian or Pacific Islander				
White	86%	75%	88%	67%
Two or More Races	89%	82%	86%	75%
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–2011)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	37.30%	47.10%	3.90%
7	19.60%	41.20%	21.60%

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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	8	5	3

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	-9	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		26	-18
Native Hawaiian or Pacific Islander			
White	4	-22	15
Two or More Races	N/D		-20
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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.

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					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	331	891	7,328	746	4,683,676	778
Black or African American	14	727	543	707	317,856	696
American Indian or Alaska Native	0		27	754	33,774	733

Asian	47	950	418	847	398,869	898
Filipino	11	843	323	829	123,245	859
Hispanic or Latino	65	805	3,858	695	2,406,749	729
Native Hawaiian or Pacific Islander	2		191	743	26,953	764
White	130	920	1,630	824	1,258,831	845
Two or More Races	61	924	332	799	76,766	836
Socioeconomically Disadvantaged	3		4,695	700	2,731,843	726
English Learners	9		3,031	677	1,521,844	707
Students with Disabilities	0		835	517	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 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
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011–2012)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI

identification, see the CDE *PI Status Determinations Web* page:

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

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		27.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not applicable

XII. Instructional Planning and Scheduling

Professional Development

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

ISM has averaged 7 full days of staff development time annually over the past three fiscal years. During 2010-2011 all teachers participated in four full days of professional development and 7 half days. Teacher-leaders and teachers new to ISM participated in two additional days of orientation to the school.

International School of Monterey

A charter school authorized by the

Monterey Peninsula Unified School District

School Accountability Report Card 2010-11

Provided by the Ed-Data Partnership

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