

Chapter 1: Student/Community Profile and Supporting Data

Background Information

The District

Junipero Serra High School is one of 18 comprehensive high schools in the San Diego Unified School District, a large urban school district in southern California. San Diego Unified is the second largest school district in the state of California and the seventh largest in the nation. Our school district enrolls more than 140,000 students speaking over 60 different languages from nearly 100 countries. Enrollment has increased by more than 20,000 students in the last 12 years, and enrollment patterns are shifting as the district's nonwhite and first-generation immigrant student population grows. To alleviate overcrowding, the voters of San Diego approved Proposition MM in November of 1998. Proposition MM was a 1.51 billion dollar bond measure to construct new classrooms and schools and to repair the district's deteriorating facilities at older schools. Serra High School is currently undergoing construction and improvements financed by Proposition MM.

San Diego Unified is led by Superintendent Alan Bersin, whose tenure began in 1998. Under his leadership, the district has undergone significant restructuring and reform. Promising to create schools which are accountable to the public and which produce students prepared for the demands of the 21st century, Mr. Bersin initiated the Institute for Learning to oversee all schools and to carry out the new mission of San Diego City Schools: "to improve student achievement by supporting teaching and learning in the classroom." Because literacy is so critical to all success in school and because reading scores were so alarming when Superintendent Bersin took over, the Institute for Learning's first task was to establish the district literacy initiative, a measure for improving reading that included training all teachers in literacy strategies and building classroom and school libraries.

In 1999 the Institute for Learning implemented the *Blueprint for Student Success*, a sweeping reform program to bring schools into alignment with state standards and to assure that all students who graduate from San Diego City Schools acquire the requisite skills and knowledge to become productive and educated members of society. While recognizing that all content areas are important, the effects of the *Blueprint* in grades 9-12 have focused

mainly on reading and mathematics as we educators seek to enable ALL students to master these skills with facility and purpose and to meet the requirements not only for graduation from high school, but also for entrance to post-secondary education. Essential to this effort in the high schools are the literacy and mathematics block courses designed to address the needs of the sizable percentage of students across the district who are performing below grade level. Students reading below grade level or significantly below grade level take two- or three-hour long literacy courses (the three-hour literacy course has been eliminated in 2003-04) taught using the workshop model. Ninth graders with poor mathematics skills take Algebra Explorations, designed to ensure their readiness for Algebra and later for Geometry. Further support for students is provided by the district through the summer school program. Any 9th grader who has not met the literacy and/or mathematics criteria by the end of the 9th grade is automatically enrolled in summer school classes, which have the same low student/teacher ratio as during the school year and provide the same kind of focused and standards-based instruction. Still more support is provided in the form of Learning Contracts for all students identified as being at risk. This Learning Contract serves to explain to students and parents how the student was identified as being at risk and describes the steps students, parents, and the school will take to intervene.

From 1998 to 2003 the Institute's principal Instructional Leaders served as liaisons to the schools to provide training, support, and monitoring. Instructional Leaders held principals directly responsible for improving the quality of teaching and learning at their sites. Scores began showing marked improvement in the elementary grades; however, scores in the high schools, for the most part, remained flat or improved only slightly. Beginning in the 2003-04 school year, the district broadened its efforts to bring about reform, particularly in the high schools. To provide leadership the two high school Instructional Leaders have been replaced with the new Administrator for High School reform. The mission of high school reform in San Diego is that every student who graduates from a high school in San Diego Unified will be qualified to attend a four-year college or university without needing remediation. Currently only about 40 percent of graduates are so qualified. The focus for this school year is "leadership making decisions to improve student achievement." John DeVore, the Administrator for High School Reform, has a proven reputation for closing the achievement gap and has challenged all high schools to set high expectations, focus on student results, recognize the need to change, and operate as a community of learners.

The district believes that the most effective tool for improving student learning and achievement is to improve teaching through intensive, high-quality, focused professional development. This high-quality, site-level training is provided by a number of people. A peer coach/staff developer was assigned to nearly every site in the district to work primarily with the teachers of the literacy blocks. Serra had a peer coach/staff developer for three years. When she was promoted to a different site, she was replaced with the site literacy administrator, who provides training and leadership and is also a member of the principal's administrative team. In addition, the entire administrative team provides training at the monthly staff conferences. Formerly called faculty meetings, and used almost exclusively for announcements and operational matters, these staff conferences now provide real opportunity for professional reflection and study.

The *Blueprint for Student Success* undergoes an annual review and evaluation. District leadership and community leaders are encouraged by the strides that have been made in student achievement in the district.

The School

Junipero Serra High School, one of the larger comprehensive high schools in San Diego Unified, celebrated its 25th anniversary in 2002. Serra is located on the western edge of the San Diego community known as Tierrasanta, an ethnically and socially diverse neighborhood. The school also serves Murphy Canyon Naval Housing District, the largest such community in the world, with over 2,450 military families. About two-thirds of Serra's 1,960 students come from either Tierrasanta or Murphy Canyon. The other one-third arrive from communities throughout San Diego, either as part of the district's Voluntary Ethnic Enrollment Program (VEEP) or through the Choice program. The district provides free transportation to all VEEP students; however Choice is a space-available program which provides no district transportation.

Serra is a large campus; the site covers 110 acres, with approximately 50 acres utilized for buildings and athletic fields. A scheduled maintenance program is administered by the plant operations supervisor and by the district to ensure that all classrooms and facilities are maintained to a degree of adequacy that allows for a high level of success. Significant facilities upgrades and additions, funded by Proposition MM, began during the 2002-03 school year. These upgrades and additions include the addition of four science classrooms, upgrading electrical systems, replacing damaged ceiling tiles, replacing damaged or worn flooring, repairing existing temperature control systems, repairing and painting interior walls, and upgrading the technology infrastructure. Projected completion date for the MM projects at Serra is in the spring of 2004.

Serra High School embraces the district's mission statement "to improve student achievement by supporting teaching and learning in the classroom." At Serra we welcome the opportunity and responsibility for encouraging students in their educational pursuits as we prepare them to become responsible, literate, thinking, contributing members of society. We strive to increase our expectations for student performance and to prepare our students to meet rigorous content standards so that they are in a position to successfully pursue post-secondary options. Serra is fully accredited by the Western Association of Schools and Colleges (WASC), receiving a six-year term in our latest full self-study.

A fairly traditional and comprehensive course of study is offered at Serra. Students take all of the core academic courses in language arts, mathematics, science, social studies, world languages, etc. to meet high school graduation requirements and the requirements of college and/or university admission. Our Art Department offers both visual and performing arts. An active Gifted and Talented Education (GATE) program offers differentiated and rigorous instruction for students with high motivation, strong intellectual ability, and/or a history of academic success. Our GATE Department offers 12 different Advanced Placement (AP) courses. Business students in the 11th and 12th grades can participate in the Regional Occupation Program (ROP), which links them to local businesses. An Academy of Information Technology is available to students in grades 10 and 11 who apply and are

accepted. Serra provides standards-based physical education courses. Students may also compete in a wide range of after-school sports through the Athletic Department. The Navy Junior Reserve Officer Training Corps (NJROTC) program has received awards and national recognition through the years for its promotion of leadership and discipline among young people. An outstanding Advancement Via Individual Determination (AVID) program has an excellent record with students, primarily under-represented students, who have the desire to go to college and need academic support and encouragement in the form of instruction in effective study strategies. The Special Education Department supports students by offering a wide range of courses and services.

Serra has had some recent changes in leadership. In January 2002 the principal of 15 years retired. Our new principal began her tenure in February 2002 after a careful selection process which included staff and parents. In the fall of 2002 her administrative staff grew by two with the addition of the literacy administrator and the mathematics administrator who joined the two vice principals to form Serra's administrative team. As of the fall of 2003 Serra no longer has a mathematics administrator. However, we do now have a school site operations specialist who oversees all operational concerns, such as testing, technology, Prop MM, and Senior Exhibitions, as well as classified staff. These are tasks for which the vice principals and counselors used to be responsible. With the creation of the site operations specialist position, vice principals and counselors are able to concentrate their time and attention on student matters such as attendance, academics, and disciplinary matters.

The Community

The community of Tierrasanta, San Diego's first master-planned community, lies approximately 10 miles from downtown San Diego and is made up mostly of middle to upper middle class families. The students who come from Murphy Canyon Naval Housing District are the children of both officers and enlisted men and women. VEEP and Choice students come to Serra from many different communities around San Diego and for a variety of reasons, not least of which is the fact the Serra is a relatively quiet and safe campus with high academic standards. There are a number of small businesses in the Serra community, but no large industry except in neighboring communities across the freeway (Interstate 15). There are five public elementary schools in the Tierrasanta area, two middle schools, and one senior high school.

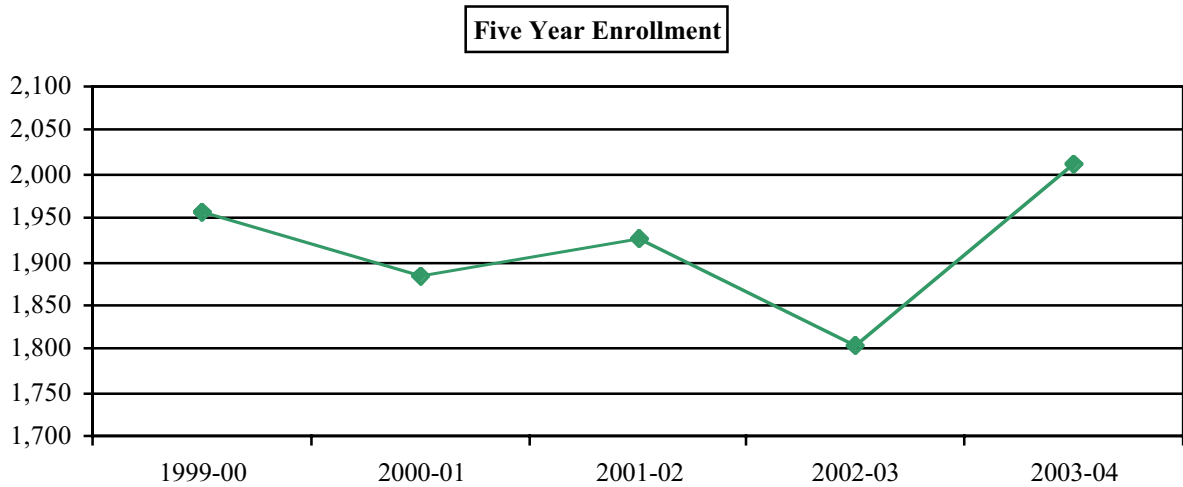
The school is supported by a number of active community parent organizations, most notably the Parent Teacher Student Association (PTSA) and the Serra Foundation. The PTSA, subsidiary of the 9th District PTSA, meets monthly and provides financial assistance, program assistance, and a means for parents to be involved. The Serra Foundation is a nonprofit organization which raises considerable funds for academic as well as athletic programs. The Foundation Board meets quarterly to grant money; a teacher and an administrator serve on the board, along with parents and community members. Several booster clubs, such as Band Boosters and Football Boosters, also provide support and assistance to specific programs. Other venues for parent involvement include the School Site Council, a School Climate Committee, and the WASC Parent Committee.

Serra's Business and Community Partners in Education include: United Cerebral Palsy Association of San Diego; Project Success; Commander, Carrier Group One; United States Army; Washington Mutual, Tierrasanta Financial Center; the Serra Foundation; and the Serra PTSA. These partners offer assistance either by donating funds or with personnel to help with projects such as the Career Fair, Senior Exhibitions, and job shadowing.

Demographic Data

Enrollment and Attendance

Serra High School's current enrollment is 2,010. This figure is up considerably from last year. One reason is that when the school district closed one of its high schools, those students were enrolled in other high schools in the district.

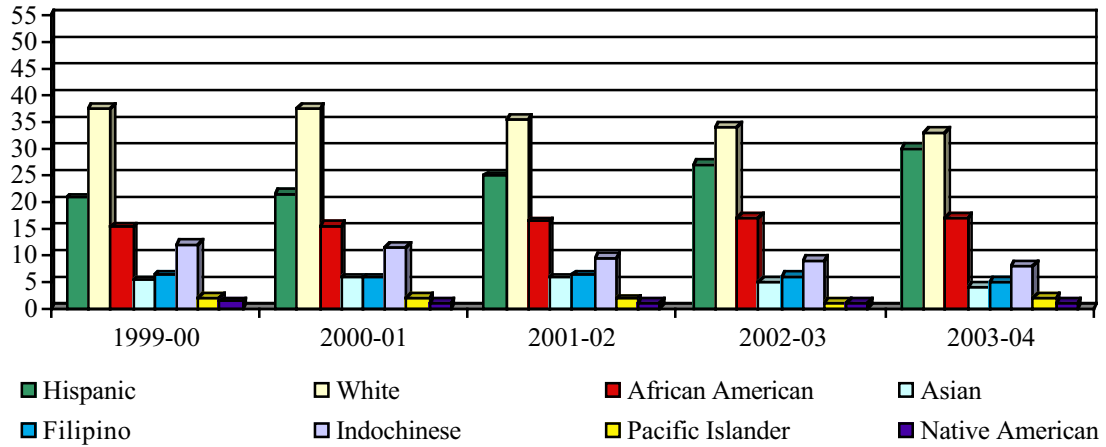


	1999-00	2000-01	2001-02	2002-03	2003-04
Enrollment	1,957	1,884	1,927	1,803	2,010

Source: Demographic Profile 2003 and Serra High School

A look at Serra's racial/ethnic distribution over the last five years reveals that some groups, particularly Hispanic, have increased in number, while other groups have declined.

Racial/Ethnic Distribution (Percent)



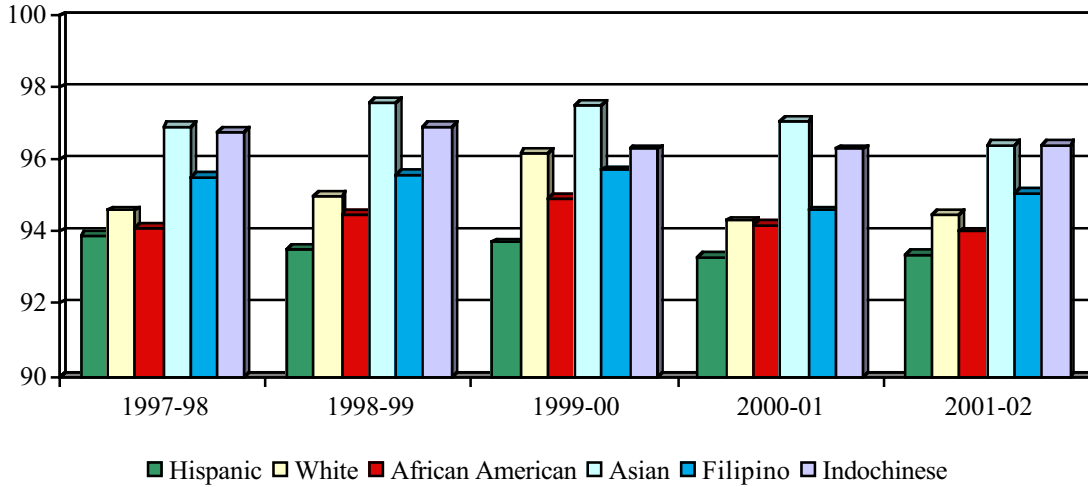
Year	Hispanic	White	African American	Asian	Filipino	Indoch.	Pacific Islander	Native American
1999-00	20.8	37.5	15.1	5.2	6.3	12.0	2.0	1.1
2000-01	21.5	37.5	15.5	5.7	5.7	11.4	1.8	0.9
2001-02	24.6	35.5	16.1	5.6	6.1	9.4	1.7	1.0
2002-03	27	34	17	5	6	9	1	1
2003-04	30	33	17	4	5	8	2	1

Source: Years 1999-00, 2000-01, and 2001-02 from Demographic Profile March 2003
 Years 2002-03 and 2003-04 from Serra High School

The largest grade-level class at Serra is the freshman class with 590 students or 30 percent of the entire population. Sophomores make up the second largest class with 512 students or 26 percent. The 496 juniors comprise 25 percent of the population. The smallest class is the senior class with 387 students, making up 19 percent of the entire school population. The gender ratio is almost 50/50: 998 students, or 51 percent, are female; 962, or 49 percent, are male.

As evidenced below, attendance rates have remained stable over the last five years. Serra's teachers, counselors, and administrators seek ways to ensure that school attendance becomes a priority among students and their parents.

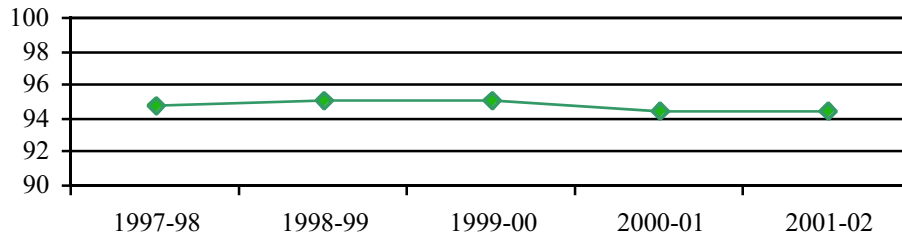
Attendance (Percent) by Racial/Ethnic Group*



	1997-98	1998-99	1999-00	2000-01	2001-02
Hispanic	93.9	93.5	93.7	93.3	93.4
White	94.6	95.0	96.2	94.3	94.5
African American	94.1	94.5	94.9	94.2	94.0
Asian	96.9	97.6	97.5	97.1	96.4
Filipino	95.5	95.6	95.7	94.6	95.1
Indochinese	96.8	96.9	96.3	96.3	96.4

*Not including staff development days
 Source: Demographic Profile March 2003

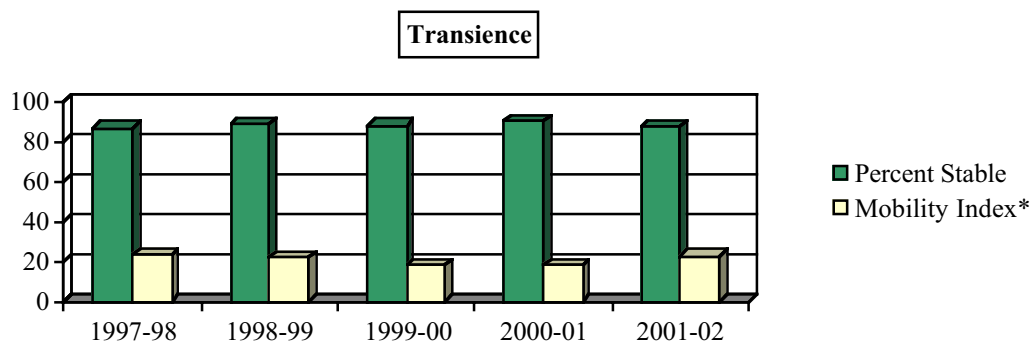
Actual Attendance (Percent)*



	1997-98	1998-99	1999-00	2000-01	2001-02
Actual Attendance	94.80%	95.02%	95.10%	94.44%	94.47%
Absences	16,345	16,566	16,695	18,391	18,470

*Not including staff development days
 Source: Demographic Profile March 2003

Serra’s student transiency rates are neither the highest nor the lowest among the high schools in the district. The stability rate is the degree to which students maintain continuous enrollment at a single school during the school year. In other words, it is the percent of students starting the school year who remain enrolled at the same school until the end of the year. Serra’s stability rate in 2001-02 was 87.9 percent, ranking us 11 out of the 18 high schools (ranking is from highest to lowest among high schools). The mobility index indicates the amount of movement by students in and out of a school during the school year relative to the school’s enrollment. It measures the “enters” and “leaves” per 100 students and reflects administrative burdens placed on a school by student mobility. Serra’s mobility index for 2001-02 was 22.4, ranking us 8 out of the 18 high schools (from highest to lowest rate of mobility).



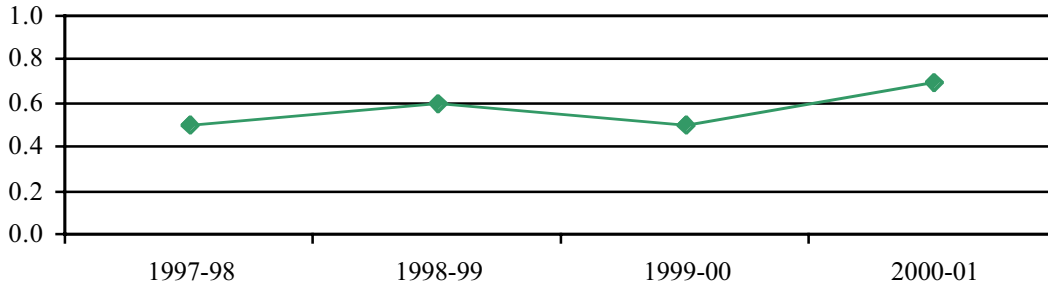
	Percent Stable	Mobility Index*
1997-98	86.7	22.9
1998-99	88.8	21.8
1999-00	88.4	18.0
2000-01	90.0	17.9
2001-02	87.9	22.4

*Rates per 100 students enrolled

Source: Demographic Profile March 2003

Dropout rates at Serra are relatively low. The one-year rate of 0.7 in 2000-01, the last year for which we have records, translated to 13 students out of the total enrollment of 1,884.

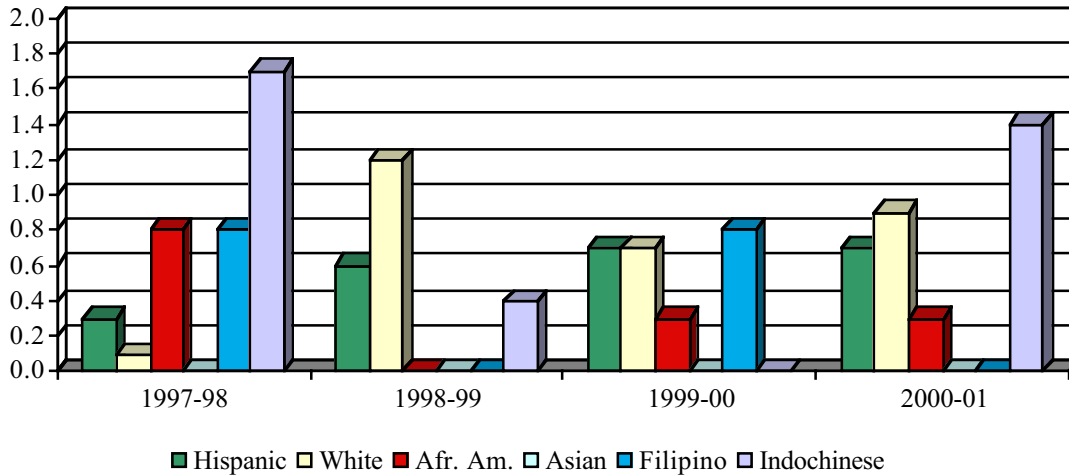
Dropout Rate



	1997-98	1998-99	1999-00	2000-01
Dropout 1-Year Rate	0.5	0.6	0.5	0.7

Source: Demographic Profile March 2003

Dropout Rate by Racial/Ethnic Group

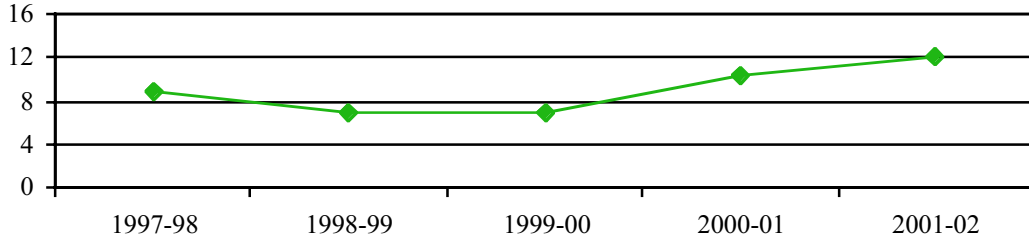


	1997-98	1998-99	1999-00	2000-01
Hispanic	0.3	0.6	0.7	0.7
White	0.1	1.2	0.7	0.9
Afr. Am.	0.8	0.0	0.3	0.3
Asian	0.0	0.0	0.0	0.0
Filipino	0.8	0.0	0.8	0.0
Indochinese	1.7	0.4	0.0	1.4

Source: Demographic Profile March 2003

Suspension rates have gone up since 1997, both schoolwide and among all ethnic groups except Hispanics.

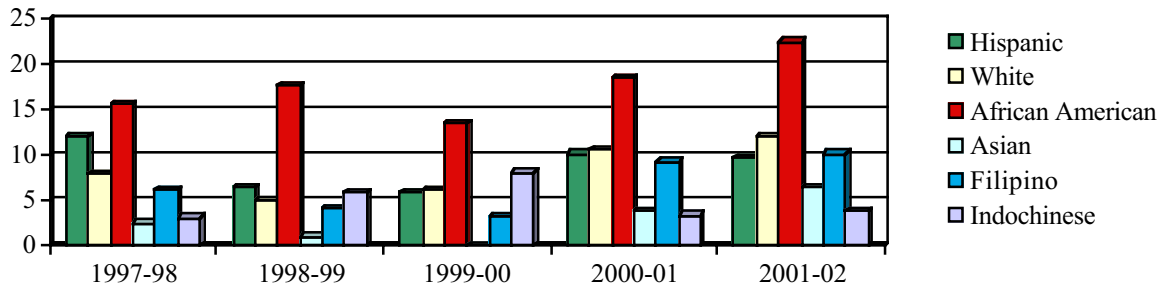
Suspension Rate per 100 Students Enrolled



	1997-98	1998-99	1999-00	2000-01	2001-02
Rate per 100 Students	8.81	6.83	6.95	10.40	11.94

Source: Demographic Profile March 2003

Suspension Rate per 100 Students by Racial/Ethnic Group

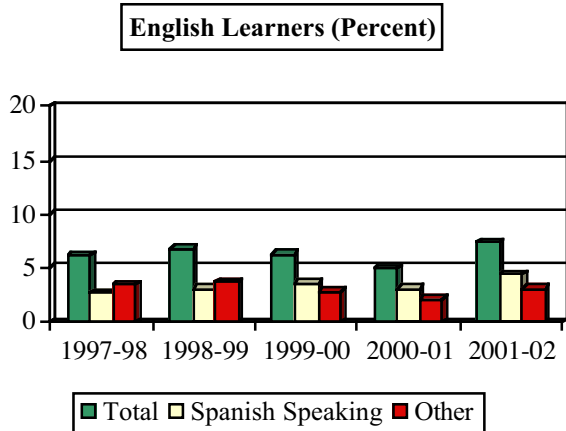


	1997-98	1998-99	1999-00	2000-01	2001-02
Hispanic	12.0	6.4	5.9	10.1	9.7
White	7.9	4.9	6.1	10.5	12.0
African American	15.6	17.6	13.5	18.5	22.6
Asian	2.5	1.0	0.0	3.7	6.5
Filipino	6.1	4.0	3.2	9.3	10.2
Indochinese	3.0	5.8	8.1	3.3	3.8

Language Proficiency

Serra has had a fairly low percentage of students categorized as English Learners (ELs) over the years; however, the numbers are increasing slightly. This increase reflects the growing number of Hispanic students in the entire district.

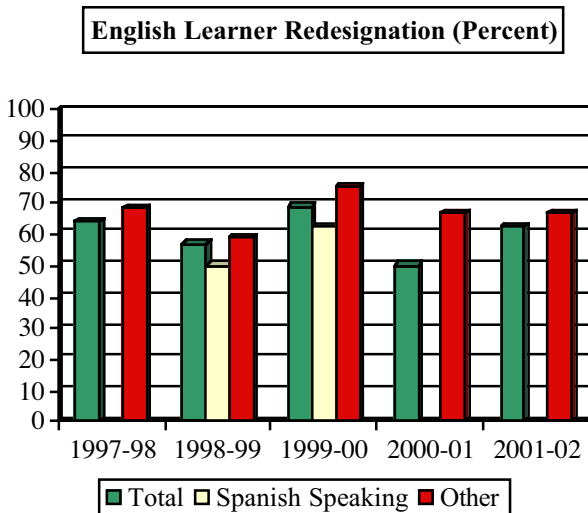
The following chart indicates the percentage of the entire student body, in each year, that was designated English Learners. The chart also shows the percentage of English Learner students who were Spanish speaking and the percentage who spoke other languages.



Year	Total	Spanish Speaking	Other
1997-98	6.1	2.7	3.4
1998-99	6.8	3.1	3.7
1999-00	6.3	3.5	2.8
2000-01	4.9	3.0	2.0
2001-02	7.4	4.4	3.0

Source: Demographic Profile March 2003

This chart will indicate the total percentage, per year, of students who were once English Learners and who, upon reaching their fifth year in the district, have been redesignated as Fluent English Proficient. The chart also shows the percentages of those redesignated students who were Spanish speaking and those who spoke other languages.



Year	Total	Spanish Speaking	Other
1997-98	64.0	--	68.2
1998-99	56.7	50.0	59.1
1999-00	68.9	62.5	75.0
2000-01	50.0	--	66.7
2001-02	62.5	--	66.7

Source: Demographic Profile March 2003

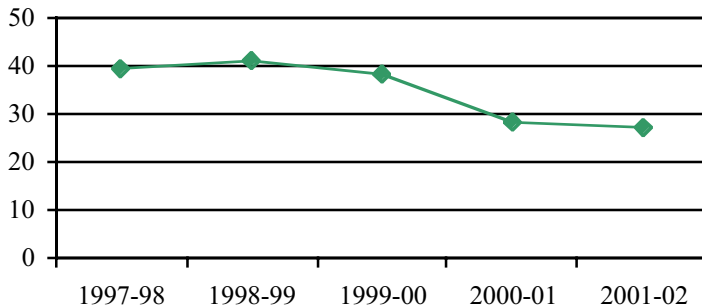
Special Needs Populations

Serra has a sizable population of students identified as GATE. Out of a total of 1,960 students, 488, or nearly 25 percent, are GATE-identified. These students are served by English Seminar classes in all four grade levels and by Advanced Placement and other advanced classes.

The Special Education Department serves a total of 213 students, or 11 percent of the total population. Of these 209 students, 65 percent are in the Resource Specialist program, most of those students being mainstreamed into regular classes with a case manager who collaborates with their regular teachers; 16 percent of Special Education students are in the Special Day Class, Non-Severe program; 7 percent are in the Special Day Class, Emotionally Disturbed program; and 4 percent are in the Integrated Life Skills program. An additional three percent are Deaf or Hard of Hearing students and two percent are in the Speech and Language Program. The total number of Special Education students at Serra has decreased since the last full self-study report.

In San Diego City Schools, 56.3 percent of the 137,590 students were certified eligible for the Free or Reduced Price Meals program as of May 2002. At Serra this percentage is roughly half the district rate, with 27.3 percent of our students being certified eligible in May of 2002. In May of 2003 this figure had risen to 28.5 percent eligible at Serra, placing us 11th out of 18 high schools in ranking (most students on Free/Reduced Meals to least students).

Meal Program--Percent Certified Eligible



Year	Percent Eligible
1997-98	39.7
1998-99	41.0
1999-00	38.6
2000-01	28.5
2001-02	27.3

Source: Demographic Profile March 2003

Staff

In 2000-01 there were a total of 78 teachers at Serra. Of those, 58, or 74 percent, were fully credentialed and teaching in their subject area. Nineteen were teaching outside of their subject area, and one was working with an emergency credential.

By 2002-03 the number of full-time teachers had risen to 87. The faculty also included one part-time English teacher and one Mesa College professor teaching one course of college level Political Science at Serra. Five full-time counselors serve our students.

In the current year, there are 86 full- or part-time teachers on the faculty at Serra. The Staff Survey conducted in September of 2003 reveals that 93 percent of the faculty teaches within

their area(s) of expertise (their college major or minor or the area of their advanced degree). One teacher is an intern, but the others all have their credentials. Twenty-eight percent report having their GATE credential. Two teachers have Ph.D.s, while 64 percent have Masters' Degrees. One of our teachers has her National Board Certification, and two have been Fulbright Exchange Teachers.

In 2003 the school district offered a retirement incentive, and 17 teachers retired from Serra. The staff is now generally younger and less experienced than it was before. Over half of the teachers at Serra have been here five years or less, and almost one-third are within their first five years of teaching.

Staff Teaching Experience
(percentages have been rounded off)

Number of Years (including the current year)	Teaching at Serra	Teaching Experience
1-5	59%	30%
6-10	12%	13%
11-15	12%	10%
16-20	7 %	9%
21-25	6%	10%
26-30	4%	16%
31+		12%

Source: Staff Survey September 2003

Post-Enrollment Data

It is not possible to keep track of our students systematically after they leave Serra. However, the counseling office does publish an annual report of the intentions stated by seniors as to their post-high school destinations. The June 2001 Senior Survey indicated that the largest percentage of these seniors planned to go to a four-year college or university (46 percent); another 43 percent were planning to attend a two-year community college; 4 percent intended joining the military; 3 percent planned to go to work; 3 percent were undecided; and 1 percent planned on attending a two-year trade school.

While no figures are available for 2002, these figures are consistent with the intentions of seniors in previous classes before 2001.

The 2003 Senior Survey reveals that the largest percentage (50 percent) of seniors planned to go directly to a two-year college and fewer (40 percent) planned to go directly to a four-year school. This is a reversal from earlier trends.

Post-Enrollment Plans

Post-High School Plans	Total and Percentage June 2001	Total and Percentage June 2003
Undecided	10 (3%)	0
Work	10 (3%)	8 (2%)
Military	14 (4%)	12 (4%)
4-Year College/University	176 (46%)	137 (40%)
2-Year College	164 (43%)	172 (50%)
Trade School	5 (1%)	12 (4%)
	<i>379 seniors reporting</i>	<i>341 seniors reporting</i>

Source: Senior Survey June 2001 and June 2003

Funding

Serra High School receives funding from San Diego Unified School District based on enrollment. The school has latitude in allocating these funds. Regular district funds (AA), discretionary funds (AU), and Instructional Materials funds (ZK) are used for staffing, instructional and general supplies, library materials, books, and copy equipment and supplies. The athletic budget (AK/9K) funds interscholastic athletics. Funds from Instructional Block Grants provide additional staffing, supplies, equipment, and books.

Serra also receives categorical funds from the state of California. We receive GATE funds (AE) to support our Gifted and Talented Education program. There is also a budget supporting the Special Education program (AG/AH). Serra has, since its inception, received SIP (School Improvement Program) funds. This budget has joined with the English Learner funds to make up our Site Based Coordinated Program (MZ), established and monitored by the School Site Council. Because of the number of students at Serra on free or reduced meals, we receive federal Title I funds to be used in raising the achievement levels of students scoring below grade level.

The Digital High School (DHS) Grant was responsible for the widespread use of and training in computer technology at Serra. Although we are no longer receiving these funds, the large numbers of computers on campus and our computer infrastructure is due in part to the DHS grant. Teachers and students alike received training in word processing, Internet usage, spreadsheet, PowerPoint, and other useful computer skills.

Carl Perkins Grant funding is still being received by Serra. The grant supports the integration of academic and vocational education programs, most notably the Academy of Information Technology (AoIT) about which you will read more in Chapter III).

Like most districts across the state, San Diego City Schools is facing a budget crisis as a result of student enrollment declines; increased operating costs, such as health care benefits costs; and the ongoing state fiscal crisis.

A number of initiatives were put in place last year, including a Supplemental Early Retirement Plan. Although 429 classified positions were eliminated at the central office, no

teacher positions were reduced, and the district was able to finish the year without a negative balance.

As of the current school year, the budget crisis remains, and sites have been directed to find ways to reduce spending in the unrestricted budget categories (those funds that can be used for any purpose and are used for the basic programs of the schools and the district). An immediate hiring freeze was put into place in December 2003, and the employee contracts have been opened for negotiations around health benefits.

At the time of this report much uncertainty remains, particularly about the level of reduction sites must absorb. The state of California has not yet taken anticipated actions to deal with the state fiscal crisis. What is clear is that the Serra High School learning community must continue to focus on high quality classroom instruction for each and every student.

Student Outcome Data

SAT 9

In 1997-98 the San Diego Unified School District began using the Stanford Achievement Test, Ninth Edition (SAT 9) to measure student achievement. From 1990-1997 the district had used the Abbreviated Stanford Achievement Test (ASAT) to measure achievement. Serra administered the SAT 9 to all 9th, 10th, and 11th grade students beginning in 1998. SAT 9 reading scores have traditionally been low, certainly lower than the scores in mathematics.

The following information represents Serra’s performance on the SAT 9 test. Scores are reported in terms of the percent of students scoring at or above the 50th percentile.

SAT 9 results--distribution by percentages		
Year	Total Math	Total Reading
1998	55%	24%
1999	55%	44%
2000	65%	49%
2001	59%	47%
2002	59%	47%

Grade level results are as follows:

9th Grade		
Year	Total Math	Total Reading
1998	61%	47%
1999	58%	43%
2000	64%	51%
2001	63%	48%
2002	65%	49%

10th Grade		
Year	Total Math	Total Reading
1998	49%	41%
1999	54%	44%
2000	61%	45%
2001	56%	46%
2002	55%	44%

11th Grade		
Year	Total Math	Total Reading
1998	53%	46%
1999	51%	44%
2000	69%	50%
2001	57%	47%
2002	58%	49%

Source: San Diego City Schools Research and Reporting Department

The results of these scores make a clear case for additional reading instruction across the curriculum. While mathematics scores were consistently above the 50th percentile, reading scores were consistently below that mark.

In the last three years for which we have SAT 9 scores, the following comparisons in both reading and mathematics show that Serra students outpaced state and district averages.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	50.9	48.2	49.0	39.6	37.5	36.7	35	35	34
10	45.3	45.7	44.0	36.7	37.4	34.4	34	34	34
11	50.0	47.5	49.2	39.3	36.7	39.1	36	37	37

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	63.7	62.6	64.8	54.5	52.8	53.2	51	51	52
10	61.4	56.1	55.5	51.3	46.5	44.9	46	45	46
11	68.9	56.8	58.0	54.8	47.3	48.8	47	46	47

Source: SARC 2003

California Achievement Test Sixth Edition (CAT/6)

Beginning in 2003 the California Standardized Testing and Reporting (STAR) Program substituted the CAT/6 testing program for the SAT 9. Scores are again reported in terms of percentages of students scoring at or above the 50th percentile. A comparison between SAT

9 scores and CAT/6 scores may not be fair, but one cannot help but notice that 2003 CAT/6 Reading scores are higher in all 3 grade levels than SAT 9 scores had been in recent history. One would also notice that 9th grade CAT/6 mathematics scores are considerably lower.

2003 CAT/6 Grade Summaries, Serra High School

9th graders scored higher than the national scores in all areas except mathematics.

Grade	Test	Percent of students scoring at or above the 50th percentile
9	Reading	63
	Language	59
	Mathematics	46
	Science	52

10th graders scored higher than the national scores in all areas.

Grade	Test	Percent of students scoring at or above the 50th percentile
10	Reading	64
	Language	62
	Mathematics	57
	Science	53

11th graders scored higher than the national scores in all areas except Math.

Grade	Test	Percent of students scoring at or above the 50th percentile
11	Reading	60
	Language	62
	Mathematics	51
	Science	58

Source: Standardized Testing and Reporting August 2003

Academic Performance Index (API)

Another measure of student performance that is used by the state of California is the Academic Performance Index. The state established the API in 1999 as the cornerstone of public accountability. It measures academic performance, sets academic growth targets, and monitors the growth over time schoolwide and for the school's ethnic/racial subgroups of students. At the present time the API is based on the CAT/6 (12 percent), on the California Standards Tests (73 percent), and on the California High School Exit Exam (CAHSEE) (15 percent).

In 1999 Serra's Base Growth Score was 669. Our growth target for 2000 was to increase by seven points. Our actual growth was up 43 points to 708 in the spring of 2000. We did, in fact, meet all growth targets for that year. For this achievement, Serra received monies from

the Governor’s Performance Award Program. (Special education and Limited English Proficient [LEP] students were not included in determining our API for that year.)

In 2000-01 and 2001-02 special education and LEP students did participate in testing, and their test results were included in determining the school’s API. The base figure for 2001 was 708. Our growth target was to increase by five points. However, we experienced a decrease of 11 points and did not meet any of the four growth targets. In 2001-02 our growth score was 686, and Serra failed again (by six points) to meet its growth target.

It is important to emphasize that the new calculation base of the API has a great impact on how we view results and plan next steps for improvement. Previously, standards-based tests, including the California Standards Tests (CST) and CAHSEE, accounted for only 24 percent of the API. Currently, however, these two standards-based tests make up 88 percent of the score. Clearly, our work in aligning the curriculum and our instruction to standards will continue to be our focus. The base figure in 2002 for the 2002-03 school year was 669. Our statewide decile rank was 7 and our similar schools rank was 6.

The base changes each year. In searching to understand the implications of this data, we are looking at the performance of our subgroups. We find declining API scores among African-American students, White students, and socioeconomically disadvantaged students.

The chart below provides a summary of 2001 and 2002 API data by racial/ethnic group. While it is gratifying to see that Asian and Hispanic students met and exceeded their growth targets, it is evident that African American, White, and socioeconomically disadvantaged students fell rather far below their targets.

2001 and 2002 API Data by Racial/Ethnic Group

Ethnic/Racial	Number of Pupils Included in 2002 API	Numerically Significant in Both Years	2002 Subgroup API (Growth)	2001 Subgroup API (Base)	2001-2002 Subgroup Growth Target	2001-2002 Subgroup Growth	Met Subgroup Growth Target
African American (not of Hispanic Origin)	208	Yes	555	561	4	-6	No
American Indian or Alaska Native	14	No					
Asian	196	Yes	755	744	4	11	Yes
Filipino	80	No					
Hispanic or Latino	331	Yes	611	602	4	9	Yes
Pacific Islander	17	No					
White (not of Hispanic origin)	449	Yes	772	780	4	-8	No
Socioeconomically Disadvantaged	421	Yes	590	605	4	-15	No

Source: California Department of Education website

Both SAT 9 and API figures point out the need for continued and increased efforts to improve the performance of all students. This will be done in conjunction with meeting the dictates of the district’s literacy emphasis and the provisions of the district’s *Blueprint for*

Student Success and through high school reform measures being established in the district and at our school.

In October of 2003 we were pleased to receive API news that provides evidence of growth in student achievement. Our schoolwide 2002 API base was 669 with a growth target of 7. Our schoolwide 2003 API growth was actually 684, meaning a growth factor of 15. This means that we met and exceeded our schoolwide growth target, all subgroups met and exceeded their growth targets, and we are therefore eligible for the Governor’s Awards Program. Serra was one of the 69 percent of the schools (districtwide) that met those targets.

Below are the 2003 scores for subgroups at Serra:

2002 and 2003 API Data by Racial/Ethnic Group

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant in Both Years	2003 Subgroup API (Growth)	2002 Subgroup API (Base)	2003-2003 Subgroup Growth Target	2002-2003 Subgroup Growth	Met Subgroup Growth Target
African American (not of Hispanic Origin)	216	Yes	603	565	6	38	Yes
American Indian or Alaska Native	10	No					
Asian	182	Yes	750	732	6	18	Yes
Filipino	80	No					
Hispanic or Latino	387	Yes	611	597	6	14	Yes
Pacific Islander	19	No					
White (not of Hispanic origin)	470	Yes	755	743	6	12	Yes
Socioeconomically Disadvantaged	446	Yes	616	589	6	27	Yes

Source: California Department of Education website

California Standards Tests

The Standardized Testing and Reporting Program (STAR) of the state of California includes not only the SAT 9 or CAT/6 tests, but also the California Standards Tests. These Standards Tests are aligned with the content standards in several subject areas and reflect the state frameworks in those areas. In 2000-01 only the scores on the English/Language Arts Standards Test were reported and included in the API. That year 39 percent of 9th graders, 41 percent of 10th graders, and 41 percent of 11th graders scored at the proficient level or above on the English/Language Arts Standards Test. The following chart shows a breakdown of the 2001 English/Language Arts scores:

2001 English Language Arts Standards Test Scores

(reported as percentage of students at each grade level scoring proficient or above)

	9th Grade	10th Grade	11th Grade
Advanced	11%	15%	10%
Proficient	28%	26%	31%
Basic	34%	39%	32%
Below Basic	17%	14%	18%
Far Below Basic	10%	6%	9%

Source: California Department of Education website

That same year, 2001, students also took Standards Tests in Algebra I, Geometry, Algebra II, History-Social Science, World History, U. S. History, Biology/Life Sciences, Chemistry, and Earth Science. The scores for these tests, however, were not reported in terms of how many students met proficiency. The scores were reported in terms of the average number of questions correct per grade level divided by the number of questions on the test. Therefore, it is not possible to compare these scores with those of subsequent years' scores on these Standards Tests. In fact, it will not be possible to make year-to-year comparisons for the California Standards Tests until scale scores are available for two or more years.

In 2002 students at Serra once again took the full range of California Standards Tests. In a report from the Standards, Assessment, and Accountability Department of San Diego City Schools, scores were presented in four areas: English/language arts, total mathematics, total science, and total history-social science. The results, reported in percentages of students scoring at Proficient or Advanced levels, can be seen below:

2002 California Standards Tests Scores

(reported as percentage of students at each grade level scoring proficient or above)

	9th Grade	10th Grade	11th Grade
English/Language Arts	43%	40%	39%
Mathematics	15%	13%	12%
Science	2%	17%	13%
History-Social Science	28%	23%	41%

Source: Standards, Assessment and Accountability, SDCS

The 2003 California Standards Tests scores show some gains (11th grade English/language arts, 9th and 10th grade science, 10th grade history) and some declines (9th grade mathematics, 11th grade science), and the rest of the scores are essentially flat from the previous year. (NOTE: There is no score for 9th grade history-social science in 2003 because that was the first year that all 9th graders began taking science rather than history.)

2003 California Standards Tests Scores

(reported as percentage of students at each grade level scoring proficient or above)

	9th Grade	10th Grade	11th Grade
English/Language Arts	45%	39%	45%
Mathematics	8%	13%	11%
Science	8%	24%	6%
History-Social Science	---	29%	39%

Source: Standards, Assessment and Accountability, SDCS

For more scores from each of the individual content standards tests by subgroups, see the Appendix.

With the emphasis on standards tests in the state's API Index (and also on the importance of the California High School Exit Exam, discussed in the next section), a study of these scores is further evidence of the critical need for our continuing work on aligning the curriculum at Serra High School to the state standards and our determination to provide appropriate instruction and support for all students to meet proficiency.

California High School Exit Exam (CAHSEE)

The CAHSEE was first taken by 9th graders in 2001. At that time 77 percent of the students passed the English portion of the test, while 52 percent passed the mathematics portion.

The test was given again in 2002, and another 58 students in that graduating class (by this time they were sophomores) passed the English portion, bringing the total up to 88 percent. Another 67 passed the mathematics portion of the test, bringing that total up to 64 percent. This means that as the 2002-03 school year began, 12 percent of the junior class still needed to pass the English portion of the CAHSEE in order to graduate, while 36 percent still needed to pass the mathematics portion. Efforts were on-going to bring both of these percentages up to 100 percent by June of 2004.

Note: Although the state legislature recently postponed this graduation requirement until 2006, our efforts will continue in this area. This year's freshmen and sophomores will have to pass the CAHSEE.

Stanford Diagnostic Reading Test (SDRT)

The SDRT is a district assessment used to determine reading proficiency in 9th and 10th graders. It is administered annually. Students who score below or significantly below grade level in their reading skills on this test are provided support and intervention in the form of a two-hour workshop class, focusing on teaching successful reading strategies. During the most recent year for which we have data, 78.1 percent of 9th graders and 76.6 percent of 10th graders scored at or above grade level on the SDRT.

Reading

Grade Level	2000	2001	2002
9	75.6	79.7	78.1
10		77.6	76.6

Source: School Accountability Report Card Spring 2003

Adequate Yearly Progress (AYP) Phase I

Under the No Child Left Behind Act, the federal government now keeps track of a school's participation rates in selected assessments and the percentage of students who are deemed proficient. In 2003 Serra met all the performance criteria of the AYP. We tested 95 percent or more of our students in all subgroups. Also, all subgroups met the criteria for subject-matter proficiency in both English/Language Arts (minimum of 11.2 percent meeting proficiency required) and in Mathematics (minimum of 9.6 percent meeting proficiency required).

According to the AYP Phase I report posted on December 17, 2003, Serra had not met Participation criteria in three subgroups and, therefore, did not meet all 2003 AYP criteria. However, the district has submitted an appeal, and the appeal for Serra has been approved. This will be reflected in the final Phase II report to be released in late January 2004. This report should show that Serra did indeed meet all AYP criteria in 2003.

2003 Adequate Yearly Progress Phase I Report Percent Proficient and Participation Rates

English Language Arts

Groups	Participation Rate	Met 2003 AYP Criteria	Percent Proficient
Schoolwide	96.2	Yes	61.4
African American (not of Hispanic origin)	100.0	Yes	43.7
American Indian or Alaska Native	100.0	N/A	N/A
Asian	97.9	N/A	66.6
Filipino	100.0	N/A	59.0
Hispanic or Latino	91.7	No	44.0
Pacific Islander	100.0	N/A	N/A
White (not of Hispanic origin)	95.1	Yes	80.8
Socioeconomically Disadvantaged	94.6	No	45.1
English Learner	91.0	No	40.0
Students with Disabilities	89.7	N/A	20.0

Mathematics

Groups	Participation Rate	Met 2003 AYP Criteria	Percent Proficient
Schoolwide	97.4	Yes	44.7
African American (not of Hispanic origin)	100.0	Yes	20.0
American Indian or Alaska Native	100.0	N/A	N/A
Asian	93.7	N/A	68.2
Filipino	89.2	N/A	59.0
Hispanic or Latino	97.7	Yes	28.0
Pacific Islander	100.0	N/A	N/A
White (not of Hispanic origin)	95.7	Yes	62.3
Socioeconomically Disadvantaged	100.0	Yes	33.3
English Learner	93.7	No	30.3
Students with Disabilities	97.4	N/A	3.3

Source: California Department of Education; Policy and Evaluation Division--School Report August 15, 2003

Post-Secondary Preparation: Advanced Placement Exams

Serra has had an active Advanced Placement program for many years. Generally, AP courses are offered in all of the four core academic areas of English, mathematics, social studies, and science. In addition, students may take AP French or Spanish language and AP art courses.

The data that we have available on AP exams pass rates indicates to us the number of students who took tests, but not the numbers of students who were enrolled in these courses. In 1999, 221 students took AP exams, with an overall pass rate (scoring a 3, 4, or 5 on the test) of 37 percent. In 2000, with 212 students taking AP exams, the pass rate was 36 percent. Records indicate that in 2001 the numbers of test takers rose to 352, but the pass rate fell to 27 percent. In 2002 the numbers of students taking AP exams fell to 272, while the pass rate rose a bit to 29 percent. In 2003 even more students (290) took AP exams and the pass rate dropped one point from the previous year to 28 percent.

The chart below indicates the percent of students receiving each score (5, 4, 3, 2, and 1) for the year indicated.

AP Test Scores

AP Score	Percent of total Scores Reported				
	1999	2000	2001	2002	2003
5	4%	5%	2%	2%	2%
4	12%	8%	5%	7%	7%
3	25%	23%	20%	20%	19%
2	40%	38%	38%	28%	35%
1	19%	26%	35%	43%	36%

Source: The College Board Reports; 1999, 2000, 2001, 2002, 2003

It seems safe to assume that as the numbers of students enrolled in AP classes grows, we will have more students taking at least one AP exam. Perhaps at first, as students and teachers

alike are adjusting to higher expectations for all students, the pass rates will be down. However, we expect to see an eventual rise in those scores as we strive toward our High School Reform goal of all graduates from Serra being prepared to attend a four-year institution of higher learning.

Post-Secondary Preparation: SAT I Reasoning Test

Serra High School seniors have consistently out-paced the district and the state averages in numbers of graduates taking this college entrance exam. The average verbal scores for Serra students are quite similar to those of the district and state. Mathematics scores, although close to those of the district, are below the state average.

SAT I Reasoning Test

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	389	416	370	6,800	7,057	6,963	347,813	357,789	365,907
% of Gr. 12 Taking Test	56.81	61.54	54.86	50	49	49	36	37	37
Avg. Verbal	482	494	486	484	490	481	492	492	490
Avg. Math	507	509	490	506	509	499	517	516	516

Source: School Accountability Report Card Spring 2003

Post-Secondary Preparation: UC and CSU Course Requirement Complete

Data indicates that in 2000-01, 53.7 percent of Serra graduates had successfully completed course requirements for UC or CSU admission. This figure is up from the three previous years when fewer than 50 percent of graduates had completed UC/CSU course requirements.

Percentage of Graduates Who Successfully Completed Course Requirements for University of California and California State University Admission (2000- 01)

Number of Graduates	Number of Graduates Who Completed Course Requirements for UC and/or CSU Admission	Percentage of Graduates Who Completed Course Requirements for UC and/or CSU Admission
382	205	53.7

Source: School Accountability Report Card Spring 2003

In the following year, 2001-02, enrollment in UC/CSU courses was 52.6 percent, meaning that of all the courses that our approximately 2000 students were enrolled in, slightly over half were UC/CSU courses.

Percentage of Enrollment in Courses Required for University of California (UC) and California State University (CSU) Admission (2001-02)

Enrollment in All Courses (Grades 9-12)	Enrollment in Courses Required for UC and/or CSU Admission (Grades 9-12)	Percentage of Enrollment in Courses Required for UC and/or CSU Admission
12,096	6,364	52.6

Source: School Accountability Report Card Spring 2003

The percentage of graduates completing UC/CSU course requirements declined to 49 percent in 2001-02. However, that figure was higher than the district, county, or state figures for the same year.

12th Grade Graduates Completing all Courses Required for UC or CSU Entrance 2001-02

Serra High School	49.0%
San Diego City Schools	40.0%
San Diego County Schools	37.3%
California Schools	34.7%

Source: California Department of Education; Educational Demographic Unit

Surveys

WASC Parent Survey Results

Parent Surveys were conducted during the evening of Open House on Wednesday, September 17, 2003. The survey was also sent out in the *Serra Spirit*, the school newsletter. The following results are generally quite positive.

Some parents declined to take the survey because they were parents of 9th graders and didn't feel they had enough experience with the school, since Open House was held the 3rd week of school. Others answered only some of the questions, saying they didn't know how to respond to the others.

Overall, the responses are very positive. To all but three questions, the Agree or Strongly Agree responses equaled more than 75 percent; only 62 percent of parents said their student's teachers communicate regularly with them (compared to 37 percent of students who agreed with that statement); 69 percent of parents felt there were adequate resources available at Serra (compared to 63 percent of students); and 75 percent believed that students show respect for teachers at Serra (compared to 44 percent of students). For complete Parent Survey results, see the Appendix.

WASC Student Survey Results

Student surveys were conducted during the Reading Period on October 15, 2003. A total of 1,666 student surveys were processed.

Careful analysis of the responses reveals some interesting insights. There were only two questions to which less than 50 percent of the students responded Agree or Strongly Agree: only 37 percent agreed that their teachers communicate regularly with their parents or guardians, and only 44 percent agreed that students show respect for teachers at Serra High School. Other questions with which only slightly over 50 percent agreed have to do with school rules being applied in a fair and consistent manner (54 percent), teachers handling discipline appropriately (56 percent), teachers showing respect for students (56 percent), and teachers assigning challenging homework that students understand (57 percent). Other than the question about challenging homework, all the other low-scoring responses have to do with climate and culture of the school. However, another school culture issue is safety, and a relatively high number of students (79 percent) said they felt safe at Serra High.

The question which had the highest number of positive (Agreed or Strongly Agreed) responses was the one about teachers at Serra expecting students to do quality work (87 percent). Not only do expectations seem high, but they seem to be clearly communicated to students, 79 percent of whom said they know what their teachers expect of them. Another positive was that 86 percent of students said that they participate in class. Since both high expectations and student engagement are factors in improved student achievement, these responses are encouraging. For complete Student Survey results, see the Appendix.