



Frances Ellen Watkins Harper Junior High School

School Accountability Report Card, 2006–2007
Davis Joint Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

4000 East Covell Blvd.
Davis, CA 95616
Principal: David Inns
Phone: (530) 757-5330

How to Contact Our District

526 B St.
Davis, CA 95616
Phone: (530) 757-5300
<http://www.djUSD.k12.ca.us/district>



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» Principal's Message

Frances Harper Junior High School is the newest of the three junior high schools in Davis. The school's student population exceeds 750 and we have 40 teachers covering the various subject areas in the curriculum. Harper continues to provide a rigorous academic program and strives to incorporate the lessons of the past with the best techniques, technologies, and truths of the present to give our students every opportunity to become responsible, respectful citizens of the future. The Harper motto is We learn today so we can lead better lives tomorrow.

Our focus is high academic achievement and positive relationships, based on the belief that a safe and healthy climate fosters good attitudes and promotes high achievement.

We have an active PTO that provided tremendous financial support for a variety of important school programs. In recent years the PTO has purchased books for our school library and the English department, calculators and mathematics software for math, as well as much needed supplies for science and art. The PTO continuously helps our school obtain items and fill special needs that enrich the school experience immeasurably for our students. In addition, the PTO supports professional development for many teachers and hosts an array of parent education programs for our school community.

Harper's state testing results continue to be strong and put us on a par with the other high-performing schools in the district, all of which are in the top ten percent of schools in California. Harper is building a future of academic gains in a caring environment.

David Inns, PRINCIPAL

Grade range and calendar

7-9

TRADITIONAL

Academic Performance Index

847

County Average: 715
State Average: 734

Student enrollment

752

County Average: 562
State Average: 672

Teachers

37

County Average: 27
State Average: 30

Students per teacher

21

County Average: 21
State Average: 22

Students per computer

3

County Average: 4
State Average: 4

Major Achievements

- Harper staff initiated a major school spirit campaign when we completed the painting of the school mascot, the Husky, on the gym floor in the fall. Following this event, the staff began hosting school rallies for each sports season, recognizing perfect attendance and students of the month, and providing color days and other activities to help students identify with their school as an important part of their daily life.
- The school grew to 750 students, which required more collaboration and communication as new students and staff were incorporated into the school.
- Harper provided expanded reading and math support programs for struggling students.
- Student activities grew and we developed a new student government that now includes a student congress and a leadership class.
- Our Academic Performance Index (API) is 850. The state goal is 800.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Harper’s API was 847 (out of 1000). This is a decline of 3 points compared to last year’s API. About 97 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 850. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 9 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 3 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

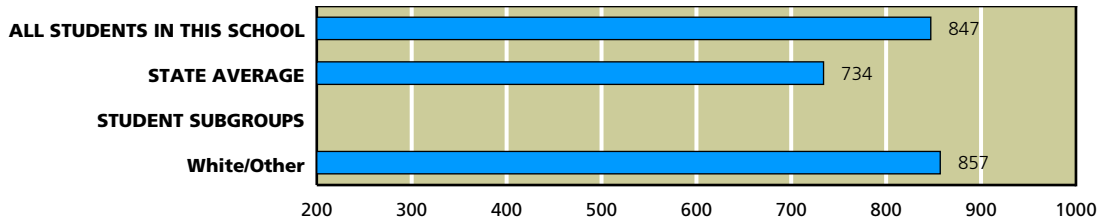
We met our assigned growth targets during the 2006–2007 school year. Just for reference, 35 percent of middle schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	847
Growth attained from prior year	-3
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met 11 out of 12 criteria for yearly progress. Because we fell short in one area, we did not make AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	No
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	—
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.








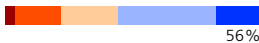




















STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
MATH (excluding algebra)						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
ALGEBRA						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
HISTORY/SOCIAL SCIENCE						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher					NO DATA AVAILABLE N/A	
Average middle school Percent Proficient or higher					NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			73%	95%	SCHOOLWIDE AVERAGE: About 30 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			51%	97%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			43%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

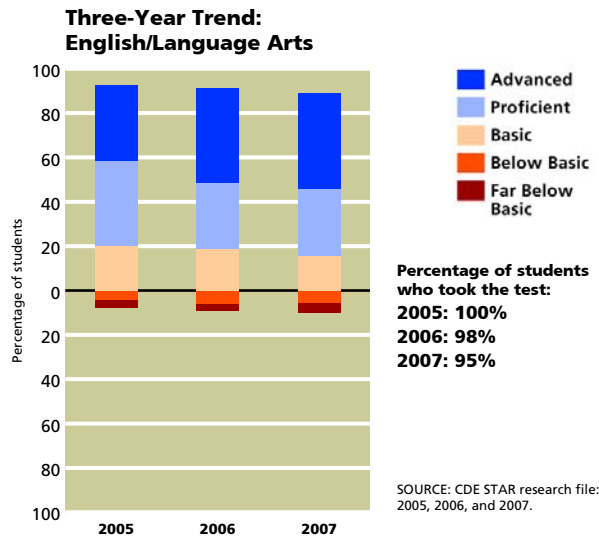
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			69%	344	GENDER: About ten percent more girls than boys at our school scored Proficient or Advanced.
Girls			79%	362	
English proficient			77%	663	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			21%	43	
Low income			46%	107	INCOME: About 33 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			79%	591	
Learning disabled			29%	39	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			76%	669	
Asian American			87%	104	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			41%	86	
White/Other			77%	475	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			46%	36%	SCHOOLWIDE AVERAGE: About seven percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			30%	64%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	79%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			43%	131	GENDER: About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls			50%	138	
English proficient			52%	241	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	28	
Low income			23%	64	INCOME: About 32 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			55%	197	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			49%	243	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	26	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			26%	54	
White/Other			52%	168	

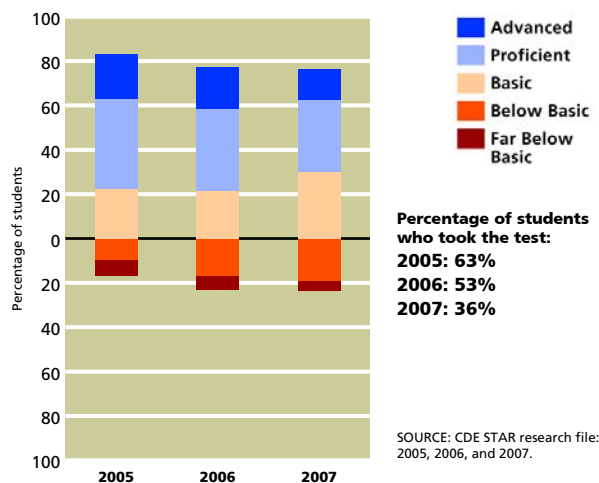
SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and seventh graders take the same math courses. In eighth grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students’ scores for all math courses except algebra.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE’s Web site.

Three-Year Trend: Math



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			62%	33%	SCHOOLWIDE AVERAGE: About 23 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About five percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			60%	24%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	28%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			60%	131	GENDER: About three percent more girls than boys at our school scored Proficient or Advanced.
Girls			63%	116	
English proficient			64%	237	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	10	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	25	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			64%	222	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			62%	244	
Asian American			82%	38	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	17	
White/Other			59%	182	

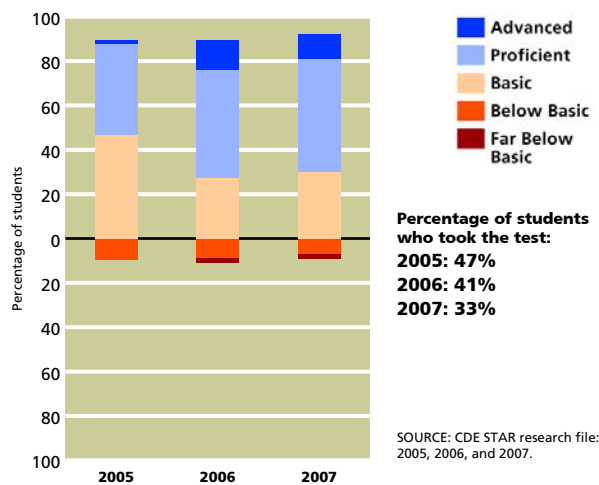
SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our eighth grade students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 33 percent of our students took the algebra CST, compared to 28 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			67%	91%	SCHOOLWIDE AVERAGE: About 32 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			39%	96%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			35%	98%	

Subgroup Test Scores

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FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

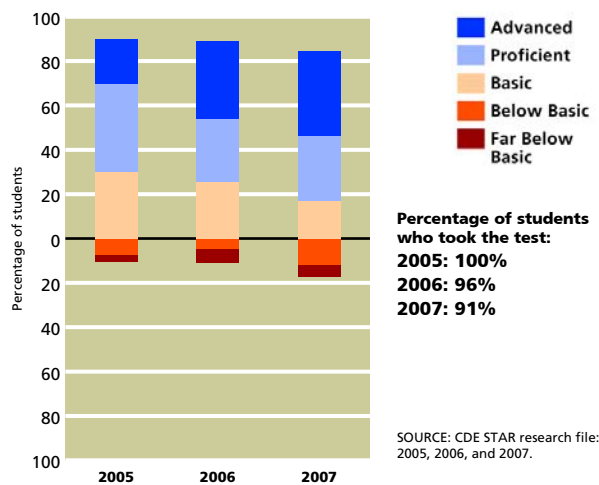
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			61%	111	GENDER: About ten percent more girls than boys at our school scored Proficient or Advanced.
Girls			71%	105	
English proficient			70%	202	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	14	
Low income			31%	32	INCOME: About 43 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			74%	180	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			69%	205	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	28	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	27	
White/Other			73%	147	

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.

Three-Year Trend: History/Social Science



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			73%	91%	SCHOOLWIDE AVERAGE: About 31 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			48%	96%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

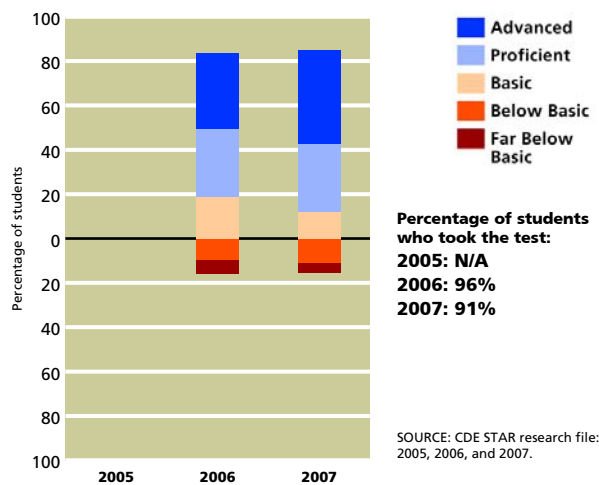
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			68%	111	GENDER: About ten percent more girls than boys at our school scored Proficient or Advanced.
Girls			78%	105	
English proficient			77%	202	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	14	
Low income			42%	32	INCOME: About 37 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			79%	180	
Learning disabled	NO DATA AVAILABLE		N/A	11	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			76%	205	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	28	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	27	
White/Other			77%	147	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the second year that science was included in the California Standards Tests our eighth grade students took. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.

Two-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	49%	27%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	77%	50%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	54%	30%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	75%	48%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	49%	28%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	77%	56%	52%

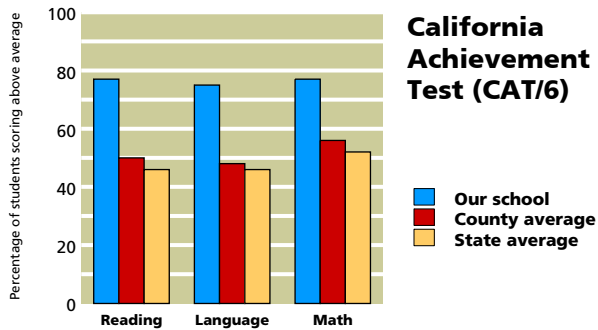
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Harper, 77 percent of students scored at or above average in reading (compared to 46 percent statewide); 75 percent scored at or above average in language (compared to 46 percent statewide); and 77 percent scored at or above average in math (compared to 52 percent statewide). The subjects with the most students scoring at or above average were reading and math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Harper, 49 percent of students scored at the top in reading (compared to 21 percent statewide); 54 percent scored at the top in language (compared to 26 percent statewide); and 49 percent scored at the top in math (compared to 25 percent statewide). The subject with the most students scoring at the top was language.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

Harper teachers evaluate student skills using oral questioning, homework assignments, tests, oral presentations, and project-based evaluations. We assess English learners similarly, although teachers provide extra assistance to these students as needed. Harper has a semester grading system, with four quarterly reports and two semester report card periods each school year. We mail a progress report at the middle of each grading period. Many teachers maintain Web sites where parents can access grades and assignments.

STUDENTS

Students’ English Language Skills

At Harper, 94 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	94%	82%	79%
English learners	6%	18%	21%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 42 students classified as English learners. At Harper, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	71%	83%	86%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	1%	1%
Filipino/Tagalog	0%	0%	1%
Korean	10%	2%	1%
Khmer/Cambodian	0%	0%	1%
All other	19%	14%	7%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

Ethnicity

Most students at Harper identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Harper. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	3%	8%
Asian American/Pacific Islander	16%	10%	11%
Latino/Hispanic	13%	37%	47%
White/European American/Other	68%	50%	34%

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Harper, 20 percent of the students qualified for this program, compared to 51 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	20%	41%	51%
Parents with some college	93%	66%	54%
Parents with college degree	81%	44%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 93 percent of the students at Harper have attended college, and 81 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 86 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Harper varies from a low of 23 students to a high of 30. Our average class size schoolwide is 28 students. The average class size for middle schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	23	25	26
History	30	29	29
Math	25	26	28
Science	30	29	29

SOURCE: CBEDS census, October 2006. County and state averages represent middle schools only.

Safety

Harper places the highest priority on student safety. We maintain a closed campus and teachers help supervise before and after school. Campus supervisors monitor the grounds and assist students throughout the day. We have developed a safe school plan and schedule a safety week twice each year during which we hold fire, earthquake, and other safety drills. There are safety supplies located in classrooms and in strategic locations around campus. We also provide annual training to staff and students on safety procedures. All campus facilities have both phone and intercom access.

Discipline

Discipline procedures at Harper incorporate personal reflection to help students become self-disciplined, learn personal responsibility, and grow toward maturity. The Davis district strictly enforces an antidiscrimination policy that prohibits harassment of students or staff. The staff follows discipline policies that include various levels of counseling, conferencing, parent involvement, detention, or suspension. Harper supports positive student behavior through various school events, students-of-the-month awards, and end-of-year recognitions. At the beginning of each school year, the principal and vice-principal hold meetings with all students to review the school rules and the district’s disciplinary policies. Students and parents also receive printed information about their rights and district policies.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	10	13	19
2005–2006	21	13	19
2004–2005	16	12	19
Expulsions per 100 students			
2006–2007	0	0	1
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had 76 suspension incidents. We had two incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

Harper faculty aligns homework assignments with our district homework policy. Certain classes, such as math and foreign languages, require daily assignments Monday through Thursday, while others, such as English and social studies, may combine project-based assignments into daily homework. Some students and families choose to participate in accelerated or other advanced courses. These courses may require additional time for homework and study. Homework expectations and the time it takes to complete assignments increase from seventh to ninth grade.

Schedule

School begins in late August and runs to mid-June. Office hours are 7:45 a.m. to 4:15 p.m. Our school day starts at 8:20 a.m. and ends at 3:30 p.m., including an extended third period for announcements, snacks, and other school business. Our afterschool program includes extended library hours and the Homework Club where students can study and receive academic help in math and other subjects from teachers. On Wednesday students begin school at 9:38 a.m. to allow teachers time prior to school to meet and collaborate.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	44%	35%	28%
Girls in Fitness Zone	56%	39%	33%
Fifth graders in Fitness Zone	N/A	39%	26%
Seventh graders in Fitness Zone	52%	32%	31%
Ninth graders in Fitness Zone	48%	54%	23%
All students in Fitness Zone	50%	37%	30%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

David Inns has been our principal since the school opened for the 2004–2005 school year. He has over 20 years of experience as a school administrator and ten years of experience as a teacher.

Teachers, support staff, and administrators take part in decision making at Harper. Teachers work together in departments and core teams to develop curriculum and plan instructional methods. Schoolwide leadership decisions are often shared by department coordinators who function together as the school leadership team. Decisions are also made by the faculty as a whole. The School Site Council (SSC) directs budgets and recommends policy changes as issues arise. Our school’s culture is positive and collaborative.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	15%	16%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	30%	34%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	70%	66%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About 15 percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other middle schools in California. Our teachers have, on average, 13 years of experience. About 70 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 30 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	98%	95%	93%
Trainee credential holders	Percentage of staff holding an internship credential	0%	4%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	3%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 98 percent of the faculty at Harper hold a full credential. This number is higher than the average for all middle schools in the state. None of the faculty at Harper holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few middle school teachers hold this authorization statewide (just five percent). All of the faculty at Harper hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 84 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	2%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	2%	16%	38%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	5%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About two percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 38 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About three percent of our teachers were working without full credentials, compared to seven percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	9%	21%	40%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	0%	11%	37%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	16%	40%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	0%	20%	41%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is two percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is two percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	2%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	2%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Harper and the Davis district provide teachers and other staff with training through late-start collaboration time on Wednesday mornings and multiple paid staff training days called “buy back days.” During these staff development events, teachers address the goals of the schoolwide improvement plan, specific topics related to achievement and human relations, and development and assessment. Other training focuses on strategies to assist special populations of students. Staff members periodically participate in trainings and conferences sponsored by various colleges, universities, and professional organizations.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

During 2006–2007 the school and district sponsored several professional training sessions on diversity, antibullying, intervention, as well as specific content-area professional development for various teachers and academic departments.

Evaluating and Improving Teachers

Harper aligns the teacher evaluation procedures with California law and the districtwide teacher’s contract. Teachers set individual goals each year. We evaluate all tenured teachers at least once every two years, probationary and temporary teachers every year. We base evaluations on formal classroom observations by the site administrator, informal observations, checklists of appropriate teaching expectations, and demonstration of California Standards for the Teaching Profession. The principal prepares the final evaluation documents in the spring of each year. Teachers who fail to meet minimum standards participate in a Peer Assistance and Review process, work with a peer mentor, and attend additional training.

Substitute Teachers

The district makes every effort to replace an absent teacher with the best available substitute. We choose our substitutes from an approved list provided by the district’s human resources department. We are fortunate to have many qualified substitute teachers living in our community. Occasionally, a substitute may not be available for an assignment. In those cases, the principal, vice-principal, counselors, and teachers all respond to cover the classes.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	2.8
Librarians	0.5
Psychologists	0.5
Social workers	0.0
Nurses	0.2
Speech/language/hearing specialists	0.5
Resource specialists	2.8

SOURCE: CBEDS census, October 2006.

ACADEMIC GUIDANCE COUNSELORS: Our school has three full-time equivalent academic counselors, which is equivalent to one counselor for every 269 students. Just for reference, California districts employed about one academic counselor for every 779 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

During 2006–2007 Harper had two credentialed counselors who provided many services, including course-selection scheduling, academic counseling, and emotional support for individuals and small groups. A nurse, crisis counselor, speech-and-language therapist, and psychologist work part-time. A district student safety officer is available on call, and a Davis Police Department youth services officer is available as needed.

GIFTED AND TALENTED EDUCATION (GATE): Harper is a GATE magnet school. GATE students are self-contained in a three-course core program that includes history, English, and science. In addition, Harper places students in math classes according to their ability and progress. GATE teachers receive training in the best instructional practices for gifted learners. Students benefit from deeper study, grouping with peers, and opportunities to guide and direct their own learning in particular areas of interest. The GATE identification process is administered districtwide through centralized services provided by the district GATE office.

SPECIAL EDUCATION PROGRAM: The Harper special education program is designed to help individual students with a variety of special needs and emphasizes placement in the regular program to the extent possible. It features two programs to which students are assigned depending on their needs. Students can be assigned for one or multiple periods of supported classes and both programs, the Resource Specialist Program (RSP) and the Full Inclusion program, operate in a similar fashion. Special education students receive instruction in groups within a self-contained classroom or they may participate in mainstream general education classes with additional support from teachers and classroom aides.

Harper has three full-time special education teachers and one part-time school psychologist serving approximately 50 students. The special education program includes several general support classes for grades seven through nine. Three teaching assistants provide in-class support for special needs students in the regular program.

Special education teachers work with the regular education teachers to provide accommodations and modifications for students in regular classrooms as needed. Harper provides yearly testing, parental communication, teacher training, and other means of ongoing support.

ENGLISH LEARNER PROGRAM: English learners at Harper take an English Language Development class one period a day for intensive English instruction. English learners are mainstreamed in regular English-only classes the remainder of the school day with teachers who hold a Cross-Cultural Language and Academic Development (CLAD) certificate. These teachers have had training in second-language acquisition and use various techniques to help our English learners. Teaching aides, some of whom are bilingual, are available and work daily assisting students of all languages in regular classes, administering English proficiency testing, and providing other support services. Our teachers and staff require students to practice and demonstrate verbal and written communication skills daily, and students must be proficient on the California English Language Development Test in order to be reclassified as capable English speakers for academic purposes. We align instruction with the California Content Standards for English learners and provide a bridge to general academic classes.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the [math standards](#) on the CDE's Web site.

Science

The science program focuses on [earth science](#) in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study [life science](#), covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the [physical sciences and chemistry](#). Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for [all grade levels](#) on the CDE's Web site.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [social studies standards](#) on the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Harper is the newest junior high school in the district, having been completed in the fall of 2004. All buildings, furniture, and equipment were new at that time and remain in very good condition. In every classroom Harper has current audiovisual technology. Each classroom features four or more computers, a media cabinet or station containing amplifiers for CD, DVD, and video players, surround sound, and ceiling-mounted LCD projectors. Students access all media in digital format. The school is in full use daily with only occasional routine maintenance needs.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

The Harper library is a self-contained building housing books, videotapes, audiovisual hardware, a mounted LCD projector, and enough desktop computers and wireless laptops to accommodate entire classes. Students visit the library with a teacher for research projects or independently to study and select books and to hear book talks. Two full-time library clerks and a half-time library media teacher staff the library. Students are free to visit the library before and after school.

Because Harper is a newer school, the library book and media collection is not yet the size of the other two junior high schools in the district. However, all books and research materials in the Harper collection are relatively scientifically and socially current since they were purchased after 2004. New books are added annually and the school continues to receive generous support from the PTO and the Davis Education Foundation.

Computers

We have 280 computers available for student use, which means that, on average, there is one computer for every three students. There are 32 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	32	85	34

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Our school is fully networked with computers in every classroom, and each teacher has a laptop computer. One well-equipped computer lab and a laptop research lab are available for class use. Electives provide training in Microsoft Office Suite, video editing, Web design, basic programming, and other media applications. A 16-station engineering lab introduces students to science and technology applications. Industrial technology is part of the required course of study for all seventh graders and is a semester elective for eighth and ninth graders. The computer science labs have Inspiration Visual Learning software, keyboarding software, and graphics programs. Students and teachers use Microsoft PowerPoint, digital cameras, and word processing applications.

Parent Involvement

Parents participate in our school through the Harper PTO, the SSC, the English Language Advisory Committee, or the School Climate Committee. The PTO focuses on school issues and supports teachers and students generally through fund-raising and also by providing professional development for staff and education events for parents and the community. The SSC helps develop and implement the school improvement plan and allocates state funds to meet identified goals. The School Climate Committee focuses on human relations. We invite parents to participate on short-term committees, such as Facilities Modernization, or on interview panels when we hire new teachers and other staff. To find out more about becoming involved at the school, please contact the school office at 530-757-5330 or see the school Web site at: <http://www.djUSD.k12.ca.us/Harper/> or the Harper PTO website at: <http://groups.dcn.org/harperpto>.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$60,683,622	N/A	N/A
Expenses per student	\$7,300	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$57,855,933	N/A	N/A
Expenses per student	\$6,888	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,300 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$60,683,622. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$32,614	\$38,479
Midrange teacher’s salary	\$51,956	\$60,306
Highest-paid teacher’s salary	\$72,482	\$74,193
Average principal’s salary (middle school)	\$102,349	\$98,305
Superintendent’s salary	\$150,762	\$155,314
Percentage of budget for teachers’ salaries	44%	41%
Percentage of budget for administrators’ salaries	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

The school district's general fund finances our basic program. We also receive grants from federal and state programs. We are fortunate to have strong financial support from our community through a district parcel tax and other donations. The PTO donates more than \$20,000 annually for various school needs, and we also receive donations from numerous local businesses and private sources throughout the year. Parents provide ongoing support when needed. The Associated Student Body conducts an annual fund-raiser that provides approximately \$5,000 for athletics and \$5,000 for other student activities.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	752
African American	3%
American Indian or Alaska Native	1%
Asian	14%
Filipino	2%
Hispanic or Latino	13%
Pacific Islander	1%
White (not Hispanic)	66%
Multiple or no response	1%
Socioeconomically disadvantaged	16%
English learners	6%
Students with disabilities	7%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	262
Grade 8	247
Grade 9	243
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	23	26	23
History	31	31	30
Math	26	26	25
Science	28	30	30

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	7	6	2	11	10	4	17	12	3
History	0	8	6	0	12	6	1	19	3
Math	7	8	5	8	13	4	16	10	5
Science	2	16	1	1	14	5	2	16	7

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	24	31	39	458
Without Full Credential	1	2	1	8

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	72%	72%	74%	71%	72%	73%	40%	42%	43%
History/Social Social	60%	64%	66%	70%	64%	69%	32%	33%	33%
Mathematics	58%	64%	59%	65%	66%	66%	38%	40%	40%
Science	48%	65%	73%	61%	69%	73%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	62%	N/A	50%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	87%	72%	76%	93%
Filipino	64%	N/A	45%	N/A
Hispanic or Latino	41%	30%	30%	35%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	77%	73%	61%	77%
Boys	68%	61%	57%	68%
Girls	79%	71%	60%	78%
Economically disadvantaged	46%	31%	31%	42%
English learners	21%	13%	7%	21%
Students with disabilities	29%	18%	23%	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Seventh Grade Students—Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	73%	68%	77%	72%	73%	74%	41%	42%	42%
Mathematics	75%	77%	77%	77%	79%	77%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Seventh Grade Students by Group—Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	81%	95%
Filipino	N/A	N/A
Hispanic or Latino	45%	47%
Pacific Islander	N/A	N/A
White (not Hispanic)	84%	79%
Boys	75%	80%
Girls	79%	74%
Economically disadvantaged	44%	56%
English learners	12%	38%
Students with disabilities	38%	31%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all middle 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 middle schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	N/A	9	9
Similar-schools rank	N/A	2	3

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: 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.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	N/A	+15	-3	847
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	+20	-14	857
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	No
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE 0)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Prentice Hall Literature: Timeless Voices, Timeless Themes	Language Arts	2002	2003
Prentice Hall Algebra 1, Calif. Edition	Math	2002	2003
Prentice Hall Pre-Algebra, Calif. Edition	Math	2002	2003
Prentice Hall Science Explorer	Science	2001	2002
A History of Us	Social Studies	1999	2000

SOURCE: Textbook data is supplied by the district.