



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
SOUTHERN HUMBOLDT JOINT UNIFIED SCHOOL DISTRICT

Agnes J. Johnson Elementary School

ADDRESS: 73 School Road, Weott, CA 95571 **PHONE:** (707) 946-2347

PRINCIPAL: Marc Wilson **GRADE RANGE:** K-7 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	64	203	557
Teachers	Number of classroom teachers (full-time equivalent)	3	11	27
Students per teacher	Number of students per teacher	21	18	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	686	759	752
Students per computer	Number of students sharing one computer	3	5	5

Principal's Comments

At Agnes J. Johnson School, we meet every child's needs through individualized attention in a familial, small-school atmosphere. We are proud of our range of services, from special education to our Gifted and Talented Education (GATE) program.

We are also proud of our students' standardized tests results; our Academic Performance Index (API) scores have risen significantly. Our afterschool Stretches program provides students with extra assistance. Teachers focus on reading and math, building schoolwide unity, attendance incentives, and career-oriented experiences.

Enrollment continues to decline throughout our district. However, we have high enrollment in the lower grades. Regular student attendance is important so that students achieve academic goals and so that we can maintain our staffing levels.

We welcome parents and community members as volunteers in our library, classrooms, and reading program.

Major Achievements

- We have completed our playground.
- We hold Career Match Luncheons, at which each student shares lunch with a person whose career matches the student's costume.
- We focus on the Classroom Reading Challenges program.
- We promote unity and a positive school climate.
- We hold writing workshops for all teachers and use the Read Naturally program with all students.
- We have implemented an Excellence in Education Luncheon, where we recognize students for perfect attendance, academic achievement, and responsibility and citizenship. Student awards include a Hometown Buffet with their teacher or instructional assistant.

Focus for Improvement

- Continue to focus on the writing curriculum and spelling.
- Implement the district's newly adopted curriculum in reading and math.
- Continue to build bridges between individual families, the community, and the school.

Contents

Our School at a Glance

page 1

Student Achievement

page 4

Students

page 10

Climate for Learning

page 11

Teachers and Staff

page 13

Curriculum and Textbooks

page 17

Resources

page 19

Funding

page 20



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. The API is 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 (CST), the California Achievement Tests (CAT/6), 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.

Johnson’s API was 686 (out of 1000). This is a decline of 119 points compared to last year’s API. About 100 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

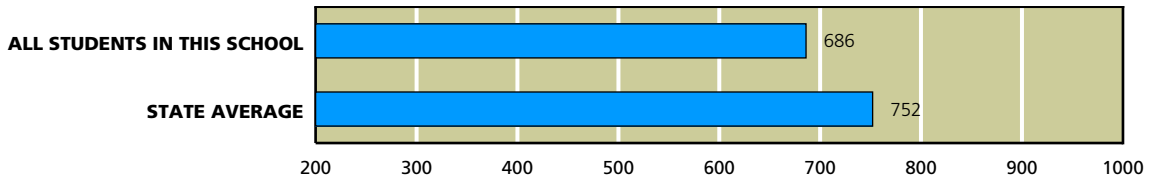
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. Just for reference, 68 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	686
Growth attained from prior year	-119
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

*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 2005



SOURCE: API based on spring 2005 test cycle. State average represents elementary 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)**.

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 CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. 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 group 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 getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. 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	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 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	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test 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 elementary school in California. On the following pages we provide more detail for each test, including the scores for different groups 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 SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

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



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary 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 CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	44%	73%	30%
Average elementary school	41%	36%	36%
MATH			
Our school	32%	91%	44%
Average elementary school	50%	45%	44%
SCIENCE			
Our school	31%	N/A	N/A
Average elementary school	29%	24%	N/A

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary 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 CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

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 at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to 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. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So 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.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

ARE ALL STUDENTS’ SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and 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. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

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

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. 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 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			44%	98%	SCHOOLWIDE AVERAGE: About three percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			47%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			41%	99%	

Subgroup Test Scores

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

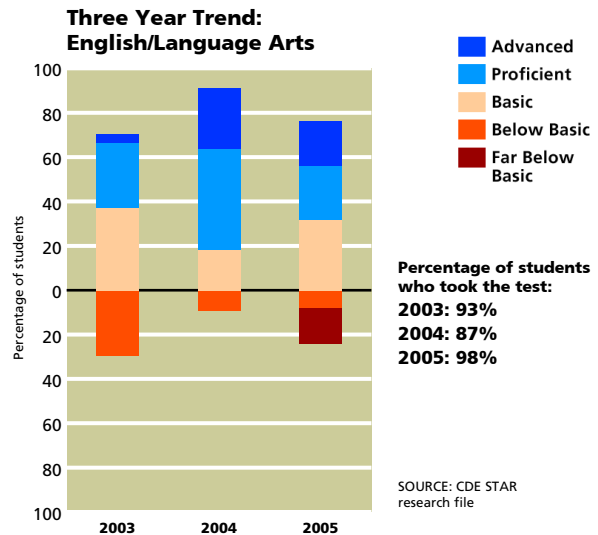
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	25	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	11	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	0	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary 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.
 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. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade at the CDE's Web site. The standards for **all grade levels** are also available at this site.



Math

BAR GRAPHS 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			32%	98%	SCHOOLWIDE AVERAGE: About 18 percent fewer students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			50%	99%	

Subgroup Test Scores

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

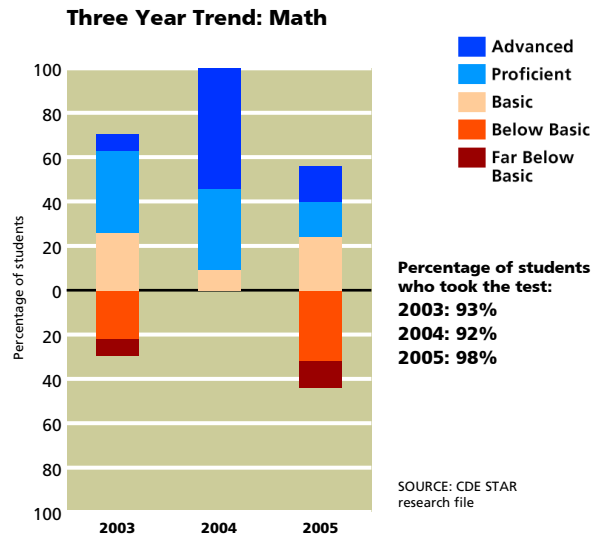
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	25	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	11	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	0	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary 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.
 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. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Science

BAR GRAPHS 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			31%	100%	SCHOOLWIDE AVERAGE: About two percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			39%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			29%	99%	

Subgroup Test Scores

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

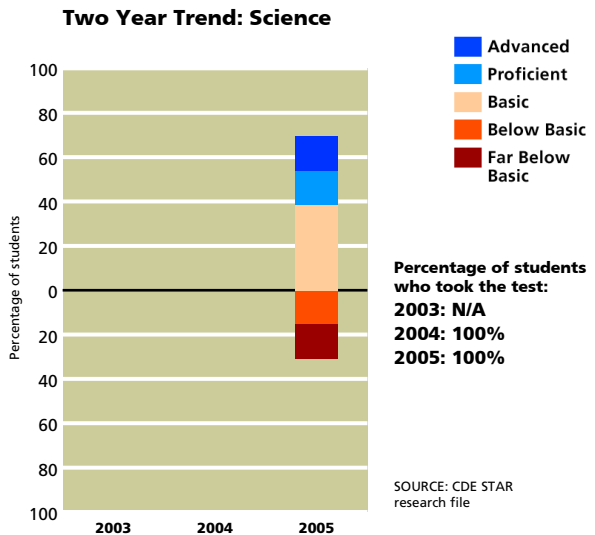
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	13	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	11	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	0	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary 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.
 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. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) themselves by going to the CDE's Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, 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 at or above the 75th percentile nationally	N/A	26%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	N/A	53%	37%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	N/A	26%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	N/A	53%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	N/A	32%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	N/A	60%	54%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent elementary 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.

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). Johnson did not report how many students scored at or above average on the CAT/6.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). Johnson did not report how many students were high scoring on the CAT/6..

Other Measures of Student Achievement

Teachers and aides provide extra help to students who are not meeting grade-level standards. We tutor students during the school day, after school, and during summer school.

Teachers assess students using oral questioning, paper-and-pencil tests, and project-based evaluations.

We are on a trimester system, with three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in early November. Teachers also meet with parents during spring conference week in March or any time parents have a concern.

STUDENTS

Students' English Language Skills

At Johnson, 98 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the two percent of Johnson students who were still learning English, zero percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	98%	95%	68%
English learners	2%	5%	32%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the one student classified as an English learner. At Johnson, the language this student speaks at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. 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	100%	77%	85%
Vietnamese	0%	0%	2%
Hmong	0%	14%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	0%	0%	1%
All other	0%	7%	7%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

Ethnicity

Most students at Johnson identify themselves as White/European American/Other. In fact, there are about 20 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Johnson. 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	0%	2%	8%
Asian American/Pacific Islander	2%	3%	11%
Latino/Hispanic	5%	10%	49%
White/European American/Other	94%	85%	32%

SOURCE: CBED5 census of October 2004. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Johnson, 70 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	70%	47%	56%
Parents with some college	17%	64%	51%
Parents with college degree	7%	35%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 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 elementary schools only.

The parents of 17 percent of the students at Johnson have attended college and seven percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like most elementary schools, differ across grades.

Our average class size schoolwide is 20 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	N/A	18	20
First grade	N/A	18	19
Second grade	N/A	19	19
Third grade	N/A	19	20
Fourth grade	N/A	25	29
Fifth grade	N/A	25	30
Sixth grade	N/A	24	30
Seventh grade	N/A	22	27

SOURCE: CBEDS census, October 2004. County and state averages represent elementary schools only.

Safety

We monitor our grounds before and after school and during lunch and recess. The staff conducts monthly fire drills and annual earthquake and disaster drills.

Homework

Teachers clearly define their homework expectations for each class. We encourage parents to monitor their child's homework. We expect all students to read at home for at least 20 minutes daily and encourage summer reading by providing students with award-winning children's literature. We give them three new books to keep, with comprehension and literary work to complete during the summer.

Discipline

At times we find it necessary to suspend students who break certain 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.

Our school has a family-oriented atmosphere. Children know and understand our school rules. The Southern Humboldt Unified School District has implemented Second Step, a violence-prevention curriculum. Our staff uses this program to promote respectful behavior and effective conflict resolution.

During the 2004–2005 school year, we had no suspension incidents and no 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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	0	3
	2003–2004	6	5
	2002–2003	14	4
Expulsions per 100 students	2004–2005	0	0
	2003–2004	0	0
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

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 district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	26%	22%
Girls in Fitness Zone	N/A	19%	27%
Total	23%	23%	25%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

The school year is 180 days long, beginning the last week in August and ending the second Thursday in June. Students have three week-long intersessions and a two-week winter break. The school day starts at 8:20 a.m. and ends at 2:45 p.m. We provide a breakfast program. Our school newsletter provides information about afterschool enrichment and remediation classes.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	51,230	36,000
Grades 1–3	51,230	50,400
Grades 4–5	54,945	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

This is our principal’s first year at this school. Our principal has one year of experience as a principal and 15 as a teacher.

Our small staff works cooperatively to make decisions.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	27	15	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	0%	12%	30%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	100%	88%	70%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 27 years of experience. All of our teachers hold only a bachelor’s degree from a four-year college or university. None 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	100%	100%	96%
Trainee credential holders	Percentage of staff holding an internship credential	0%	0%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent elementary 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.

All of the faculty at Johnson hold a full credential. None of the faculty at Johnson holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Johnson hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 93 percent. You can find three years of data about teachers’ credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
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	0%	N/A	26%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	0%	4%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

"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 and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

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. None of our teachers were working without full credentials, compared to four percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

In our district teachers who are considered to be less than "highly qualified" teach

special education core classes and multiple subjects at our high school. They all have the proper California credentials for the subjects they teach.

The districtwide average is 42 percent, compared to 26 percent statewide. For those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	12%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	0%
Schools with fewest low income students	Percentage of core courses not taught by "highly qualified" teachers	21%

SOURCE: Consolidated Application and Southern Humboldt Joint USD. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

Evaluating and Improving Teachers

We evaluate teachers every year on their teaching skills and their ability to meet teaching goals. We encourage all teachers to attend skill-building workshops and courses and to participate in our mentoring programs, which pair senior teachers with those who are new to the profession or who are teaching a new grade level.

Staff Development

Teachers and administrators take at least three training days per year to share skills, attend conferences, discuss new curricula and technology, or learn how to analyze test scores. This coming year, all teachers in our district will learn new ways to provide additional learning activities for gifted and talented students in their regular classrooms.

Substitute Teachers

A group of principals interviews all substitute teachers in our district, and we complete background checks before hiring. Principals monitor the performance of each substitute teacher. When we cannot find a substitute for a class, a principal steps in to teach.

Teacher Assignment

Agnes J. Johnson School will begin serving students in kindergarten through fifth grade. We will combine kindergarten and first grade in one classroom, second and third in another, and fourth and fifth in another. We will also have one special education class for students with severe handicaps.

Specialized Programs and Staff

Students receive specialized instruction in horticulture, art, music, and computer literacy. Teachers also provide services to GATE students and work with students in our afterschool programs. Students receive support services from a full-time special education teacher, a part-time speech and language teacher, a part-time psychologist, and a part-time district nurse. A student support worker provides services to families.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has five students who qualify for this program. We identify and challenge each GATE student’s unique abilities through individual, classroom, districtwide, and countywide activities. Last spring, GATE students from throughout the district experienced a full day of activities, including sushi-making and roller-coaster design. During the 2002–2003 school year, teachers will continue to receive training in strategies for working with GATE students in their classrooms.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 12 students who qualify for these **special education** programs. Our Student Study Team, made up of teachers, a special education teacher, and our principal, meets with the families of children who may need speech therapy, who have a suspected learning disability, or whose behavior interrupts learning. A resource teacher works with students once a week. A speech and language teacher also comes to our school as needed.

ENGLISH LEARNER PROGRAM: There are no English learners at Agnes J. Johnson School.

Specialized Resource Staff

When we reported on our specialized resource staff at the beginning of our 2004–2005 school year, no one was assigned to our school. That’s why zeroes or the letters N/A appear in this table. To find out if new staff have more recently been assigned to these positions in our school, please ask our principal.

STAFF POSITION	STAFF (FTE)
Counselors	N/A
Librarians	N/A
Psychologists	N/A
Social workers	N/A
Nurses	N/A
Speech/language/hearing specialists	N/A
Resource specialists	N/A

SOURCE: CBEDS census, October 2004.

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, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

Kindergarten through second grade teachers are using the newly adopted Open Court Reading series. We continue to use the previously adopted curriculum in grades three through five. We emphasize spelling with Rebecca Sitton and a writing program through the Great Source writing series.

Math

We use a Harcourt Brace math program, which teaches state standards to kindergarten through fifth grade students.

Social Studies and Science

District teachers received a special waiver from the state to develop their own science curriculum and supplement it with instructional materials for kindergarten through sixth grade. The lessons are theme-based and coordinate with social science lessons at each grade level.

Incorporating science and social science with reading and writing helps teach a variety of skills and makes learning more meaningful. Science learning is hands-on and is coordinated with other activities. For example, one fifth grade science unit focuses on the diversity and interconnections of living things. For this unit, students read stories about families in Alaska, Central America, and Vietnam.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Open Court	2002	Language arts	Yes	Yes
Harcourt K-6 Textbook Series	2001	Math	Yes	Yes
District-developed curriculum	1992	Science	No	No
Houghton-Mifflin Textbook Series	1991	Social studies	No	No

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

RESOURCES

Buildings

Our school includes five buildings, of which two are portables. Together they accommodate approximately 632 people. On an average day, 67 students and staff occupy these buildings, taking up 11 percent of our capacity. The buildings at Agnes J. Johnson School are in good condition. We have plenty of space in the classrooms and on the playground for our students. We complete regular maintenance over the summer, and the school will be ready for students when they return in August.

The district’s facilities team spent \$0 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was zero percent of the district’s deferred maintenance budget of \$250,756.

The bathrooms in our school contain ten toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. 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

Our library contains 2,900 volumes. Most classrooms schedule library time each week. Students have other opportunities during the week to visit the library and check out books. We have added a CD-ROM collection and approximately 250 new books to the library during the 2001–2002 school year.

Computers

We have 23 computers available for student use, which means that, on average, there is one computer for every three students. There are three classrooms connected to the Internet. We continually upgrade the equipment and software in our computer lab. Classes make weekly visits to the lab to receive specialized instruction.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	5	5
Internet-connected classrooms	3	12	28

SOURCE: CBEDS census of October 2004. County and state averages represent elementary schools only.

Parent Involvement

Our School Site Council, which includes parent members, approves our school’s annual plan and some budget expenditures. Our PTA helps fund field trips, activities, and special projects. Our Booster Club raises funds for special events. Last year, the Booster Club’s successful Family Nights included dinner and various family activities. Southern Humboldt Garden Club volunteers assist with the student garden. Many students have senior pen pals. AmeriCorps volunteers coordinate our salmon restoration project. We always need—and appreciate—new volunteers, especially for field trips and special projects.

FUNDING

Our school receives tremendous parent and community fund-raising support through a carnival, wood raffle, jog-a-thon, and T-shirt sales. We use this money for classroom supplies, enrichment activities, special schoolwide programs, school unity and climate activities, and attendance incentives.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$8,744,063	N/A	N/A
Expenses per student	\$9,608	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$9,107,585	N/A	N/A
Expenses per student	\$8,774	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$9,608 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$8,744,063. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. 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	\$35,292	\$33,293
Midrange teacher’s salary	\$43,666	\$48,524
Highest-paid teacher’s salary	\$55,229	\$61,782
Average principal’s salary (elementary school)	\$57,086	\$75,854
Superintendent’s salary	\$75,319	\$100,823
Percentage of budget for teachers’ salaries	33%	36%
Percentage of budget for administrators’ salaries	4%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 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 (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure 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 making 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.