

WASC/CDE STUDENT/COMMUNITY PROFILE GUIDE

➔ **Note:** In the Appendix, include the School Accountability Report Card, graduation requirements, CBEDS School Information Form, master schedule, copies of any surveys used and summaries of results, school budget pages, the budget pages from the current Single Plan for Student Achievement, and a list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, social studies, and science. Other information may also be included.

Demographic Data:

Comment on trends, irregular patterns or anomalies for the data areas.

1. Community
 - a. brief description of the community served by the school
 - b. family and community trends
 - c. state/federal program mandates
 - d. parent/community organizations
 - e. community foundation programs
 - f. school/business relationships
2. WASC accreditation history for school
3. School purpose (e.g., beliefs, philosophy, mission) and expected schoolwide learning results (schoolwide learner outcomes).

➔ **Note:** New schools also should describe the process used to develop the learning results.
4. Status of school in terms of student performance including the following:
 - ✓ Is the school a Title I school? If so, is it schoolwide or targeted assistance?
 - ✓ Did the school meet Adequate Yearly Progress (AYP) for the past two years? Is the school identified as Program Improvement? What year? (e.g., PI 1, 2, 3, 4, etc.)

What factor(s) led to not meeting AYP for two consecutive years and/or led to the program improvement status? For example, participation rate, lack of achievement in reading and/or mathematics in one or more of the subgroups, graduation rate, or lack of progress on API.
 - ✓ Is the school an II-USP (Immediate Intervention-Underperforming Schools Program, CSR (Comprehensive School Reform), and/or HPSG (High Priority Schools Grant, sometimes known as AB961). Year or cohort the school entered the program?
 - ✓ Is the school part of the federal Comprehensive School Reform (CSR) program? Who is the current model provider (i.e., America's Choice, Action Learning Systems, etc.)?

- ✓ Does the school have any outside providers or external evaluators that are currently working with the school?
 - ✓ Has the school been through any audit process, such as the state audit (SAIT) or the Red Team in the Los Angeles Unified School District?
 - ✓ Does the school have either a corrective action plan or joint intervention agreement?
 - ✓ What are state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified subpopulations or the entire school populations?
5. Enrollment
 - a. Grade level
 - b. Gender
 - c. Ethnicity
 - d. Predominate primary languages other than English (e.g., Spanish, Hmong)
 - e. Title I
 - f. Special needs and other programs (e.g., AP, Honors, AVID, Special Education, Migrant Education, Indian Education, GATE)
 6. Language Proficiency Numbers for the following:
 - a. English language learners (EL)
 - b. Fluent—English proficient (FEP)
 - c. Redesignated FEP (R-FEP)
 7. Attendance
 - a. Mobility or transient rate
 - b. Average daily rate of attendance
 - c. Truancy rate
 - d. Tardiness rate
 8. Suspension and Expulsion Rates (disaggregated) and Crime Statistics
 9. Socioeconomic Status
 - a. Free/reduced lunch status
 - b. AFDC status
 - c. Parent education level
 10. Description of the safety conditions, cleanliness and adequacy of school facilities
 11. Staff
 - a. Number of certificated/classified, include number of qualified personnel for counseling and other pupil support services and substitutes
 - b. Percent of teachers who have met the highly qualified teachers' requirements of NCLB
 - c. Number of National Board Certified Teachers

- d. Percent of teachers instructing outside credentialed areas
(**Note:** Explain.)
- e. Number of teachers with emergency permits
- f. Number with advanced degrees
- g. Years of educational within the district and total number of years in education
- h. Specialized training/intern programs, e.g., number in CLAD, BTSA or other teacher induction programs
- i. Number of teachers in an intern program
- j. Gender
- k. Ethnicity
- l. Attendance rates of teachers
- m. Number and assignment of paraprofessionals who have met or will meet the requirements of NCLB by 2006
12. Content of staff development and numbers participating (e.g., programs, activities and numbers)
13. Student participation in co-curricular activities and extra-activities
14. District policies/school financial support
 - a. Expenditures per pupil
 - b. Monies from other funding sources, e.g., Title I, grants, foundations

Student Performance Data:

Comment on trends, irregular patterns or anomalies for the data areas.

➔ **Note:** Data should be disaggregated to reflect the achievement of all significant subgroups including EL and Special Education. Three years of data, if possible, should be included. Include state scores and NCLB achievement targets for other comparative points.

1. Academic Performance Index (API)
 - a. Past performance—growth target, growth API, School met growth target (Yes or No) and all subgroups met targets (Yes or No)
 - b. Current API Growth Report, including sub-groups
 - c. School Ranking and Similar School rankings (at least three years)
2. Alternative Schools Accountability Model (ASAM) schools
Show progress on the three identified indicators.

3. California Standards Test (CSTs) (**Note:** Include State scores and percent of students tested for math and for all subjects percent of student not meeting standards. Identify Strategic and Intensive groups.*)
 - a. Multi-year grade (9–11) level scores by proficiency levels: advanced, proficient, basic, below basic and far below basic compared
 - b. Multi-year grade level scores of significant sub-populations by proficiency levels: advanced, proficient, basic, below basic and far below basic
4. CAT 6
 - a. Grade level (schoolwide) and significant sub-population scores (by grade level)
 - b. Disaggregated data by significant subpopulations (optional)
 - c. Identify the per cent above the 25th percentile
 - d. Identify the per cent at or above 50th percentile
 - e. Identify the per cent above 75th percentile
5. California High School Exit Exam (CAHSEE)
 - a. Number tested and per cent of students passing—include multi-year tenth grade scores and the progressive numbers of students passing at the 11th and 12th grade levels.
 - b. Sub-test scores for 10th , 11th and 12th grade
6. Adequate Yearly Progress (AYP)
Show data for all students and numerically significant subgroups: annual measurable objectives (AMOs) , participation rate, API, and graduation rate
7. California English Language Development Test (CELDT) assessment results number and percent of students at each proficiency level
8. Local assessments, e.g., end of course examinations, district writing
9. Results of the diagnostic test found in the 9th grade adopted texts— indicate the number of students who are reading above, at or below the 6th grade level.
10. College SAT and/or ACT results, including numbers of students taking the exams and percentage approved for CSU Early Assessment Program
11. Advanced placement test results, including number of students enrolled in AP courses and percentages taking the exams and percentage of students passing exams
12. Number of students meeting University of California a-g requirements; number enrolled in the UC

*As a guide, consider Strategic students as those scoring at the basic level on the CST; and consider Intensive students as those scoring in the far below basic and below basic levels. Intensive and Strategic students are those students who are scoring below grade level and need additional support to learn grade level standards. It is for the Intensive students that high schools need to consider SBE approved reading intervention programs (after further diagnostic testing).

13. Number of students taking algebra by grade level (at least three years of data); specifically track the % of ninth graders taking a course below Algebra in year.
14. Report card analyses % of D's and F's for last three semesters
15. Completion Rates
 - a. Graduation rates (See AYP or CBEDs data)
 - b. Number of entering freshmen compared to exiting seniors
(**Note:** Comment on irregular patterns or anomalies.)
 - c. Dropout rates
 - d. Post-Enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce
16. Supplemental data: discipline referrals, extracurricular activities

Process and Perception Data

- Results of surveys about how shareholders view the school (students, parents, staff, community)