



Bill M. Manes High School

2008-2009 School Accountability Report Card

Grades Nine through Twelve
Lynda Schoonover, Principal

San Pasqual Valley Unified School District

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2008-09

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Principal's Message

I'd like to welcome you to Bill Manes High School's Annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I could not be more proud of this school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The purpose of this report card is to afford you the opportunity to gain further insight into the quality educational programs that we offer.

It is the belief of Bill Manes High School that students can and will excel in an environment that is tailored to their evolving needs. Changes in programs and instructional delivery have been implemented to provide each student the opportunity for success. We strive to provide the tools, guidance, and encouragement for students to be able to achieve their personal and academic goals.

School Profile

Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education center. The district educated 746 students within its schools. San Pasqual High School provides quality education for all its students.

Bill Manes High School recently changed its focus from a continuation high school to an academic intervention or graduation may enroll in the school; teachers work with the students to create an individual learning plan and monitor student progress closely. The school is proud to say that more and more students are achieving academic success at the school. The number of graduating students continues to increase, and the attendance rate has jumped

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	83.3%
Asian	0.0%
Caucasian	0.0%
Filipino	0.0%
Hispanic or Latino	16.7%
Unknown	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Bill Manes High School's discipline program is to provide a safe and supportive learning environment for all students. The handbook at the beginning of the year; policies are reinforced throughout the school year.

The suspensions and expulsions table displays the total number and percentage of suspensions and expulsions that may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	11	5	4	216	257	207
Suspension Rate	39.3%	27.8%	22.2%	28.3%	33.4%	27.7%
Expulsions	0	0	0	3	4	0
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.5%	0.0%

Extracurricular Activities

Students are encouraged to participate in additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students who reach their academic goals and have good attendance records are allowed to participate in Regional Occupational Program classes, extracurricular activities, and assemblies at San Pasqual Valley High School. Students also have the option of joining the sports teams at San Pasqual Valley High School.

School Enrollment & Attendance

Of the students they serve based on how many students attend each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The graph illustrates the enrollment trend at this school for the last three years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	3	2	6
10th	15	7	5
11th	6	5	4
12th	4	4	3

Class Size

The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	7	83	106	8	-	-	-	-	-	-	1	1
Mathematics	5	-	-	4	-	-	-	-	-	-	-	-
Science	5	-	-	17	-	-	-	-	-	-	-	-
Social Science	5	-	-	13	-	1	-	-	-	-	-	-

Dropout & Graduation Rates

Graduation and dropout rate data for the past three years is shown in the chart.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	6.10%	3.60%	0.00%
Graduation Rate	85.70%	100.00%	100.00%

Textbooks & Instructional Materials

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and materials. The district makes available professional guidance and counseling personnel to work with students who are the main source of academic counseling at the school and coordinates all counseling services. The counselor-to-pupil ratio is 1:18.

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Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities.

Students at Bill Manes High School do not use textbooks. All curriculum is done through Plato.

Computer Resources

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Computer Resources			
	06-07	07-08	08-09
Computers	24	24	28
Students per computer	1.2	0.8	0.6
Classrooms connected to Internet	2	2	3

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Imperial County, which contain numerous computer workstations. For more information on locations and hours please visit <http://www.co.imperial.ca.us/library/default.html>.



Counseling & Support Staff

It is the goal of Bill Manes High School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who are the main source of academic counseling at the school and coordinates all counseling services. The counselor-to-pupil ratio is 1:18.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavioral Health Services Consultant	1	As Needed
Coordinator of Special Education	1	As Needed
Counselor	1	1.0
Health Clerk	1	As Needed
Outreach Consultant	1	1.0
Resource Specialist Program (RSP) Teacher	1	As Needed
Speech/Language Specialist	1	As Needed

Student Achievement Testing

Bill Manes High School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum to obtain accurate measures of student progress. Multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, district benchmarks, classroom observation, report card grades, and results of standardized tests.

Alternative School Accountability Model (ASAM)

Bill Manes High School participates in the Alternative School Accountability Model (ASAM). Alternative schools, like all schools, must seek to meet state standards of learning and achievement. ASAM is based on the results of standardized tests and other state and district approved indicators. The Utah State Office of Education (OSOE) requires that schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront these students. Schools are required to address these issues through the development of a plan that addresses the needs of these students. Schools are not required to report on these issues as part of their accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance on standards, Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students performing at or below the Basic level is reported. Scores are reported for each subject area and grade level. Scores are reported for each subject area and grade level. Scores are reported for each subject area and grade level.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	26	44	11	26	31	30	43	46	50
Mathematics	*	*	*	28	28	27	40	43	46
Science	*	*	*	22	25	29	38	46	50
History/Social Science	*	*	*	12	15	12	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	*
American Indian	12			*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Úæ&á, &áú• æ} á^:	*	*	*	*
Caucasian	*	*	*	*
Males	*	*	*	*
Females	*	*	*	*
Socioeconomically Disadvantaged	11	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

Physical fitness is an important part of a student's overall health and well-being. Bill Manes High School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum to obtain accurate measures of student progress. Multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, district benchmarks, classroom observation, report card grades, and results of standardized tests.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported at the state and national level and the participation of students with disabilities and English language learners (ELL) is also reported. NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and English language learners for grades four and eight.

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. Participation rates are reported for the LEA or the individual school.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of students in a school. The API score is a measure of how well that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	B	B	
Similar Schools Rank	-	B	B	
All Students				
Actual Growth	B	98	-	-

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or are English language learners) meet or exceed the state's achievement standards for mathematics and English/language arts by the end of the school year. The federal NCLB Act requires that all schools and districts meet or exceed the state's achievement standards for mathematics and English/language arts in English/language arts (ELA) and mathematics.

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Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes	Yes	No	No
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
AYP School Results	Yes	Yes	No	No
Graduation Rate	Yes	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	2
Percentage of Schools	-	40.00%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine... Results are not disclosed in order to protect student privacy as a small number of students were tested in 2008-09.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. The table displays by student group who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state waiver.

Completion of High School Graduation Requirements			
	School	District	State
All Students	*	97%	*
Socioeconomically Disadvantaged	*	97%	*
American Indian	*	100%	*
Hispanic	*	93%	*
Caucasian	*	100%	*
Students with Disabilities	*	100%	*

* Data was not available at the time of publication.

College Preparation

Students at Bill Manes High School are encouraged to take the required courses if... CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs

The chart lists the ROP classes offered at San Pasqual Valley High School. Please contact Gina Hanna for more information about the ROP program.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
ROP Ag Fabrication				
ROP Computer Applications				
ROP Graphic Arts	High School ROP Program	All courses satisfy graduation requirements/standards.	Counseling/Guidance	Competitions, & standards.
ROP Art		Graduation elective course.		
ROP Agriculture				
ROP Metal Crafts				
ROP Welding				

Career Technical Education Participation

It is the goal of Bill Manes High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and that foster critical thinking, problem solving, leadership, and academic skills

Students also have the opportunity to shadow professionals and take Students are also offered the opportunity to participate in the Regional Occupational Program (ROP) classes at San Pasqual Valley High School. The chart lists information about student participation in the ROP program at Bill Manes High School.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Curriculum Improvement

All curriculum improvement at Bill Manes High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed School's curriculum is an ongoing process.

Teacher Assignment

High School had one fully credentialed teacher.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	4	2	1	56
Without Full Credentials	0	0	0	3
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not were assigned to classrooms with English Learners (EL) and who were current available data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	85.4%	14.6%
High-Poverty Schools in District	85.4%	14.6%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

substitute teacher is not available, credentialed staff or administrators take the role of the substitute.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. First year teachers are evaluated annually, and teachers who have been in the district six or more years are evaluated at least once every other year. Evaluations are conducted by the principal and assistant principal, who have been Evaluation criteria includes:

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The district schedules three staff development days annually for the past three years. Additional opportunities for professional development were made available to support instructional programs in accordance with school plans.

veteran teachers through the Beginning Teacher Support and Assistance (BTSA) program. The program is designed to improve the education provided to all students by increasing teacher effectiveness.

School Leadership

Principal Lynda Schoonover has led Bill Manes High school for two years, backed by more than 25 years of educational experience. Close collaboration between the principal and staff ensures Bill Manes High School's instructional programs are monitored, evaluated, and improved

