

Executive Summary School Accountability Report Card, 2011–12

For Sherwood Montessori

Address:	746 Moss Ave., Chico, CA, 95926-2009	Phone:	(530) 345-6600
Principal:	Michelle Yezbick, Director	Grade Span:	K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Sherwood Montessori was started when a group of parents saw the need for a Montessori approach to education in the Chico community. The Charter Petition was approved by the Chico Unified School District Board of Education on December 2, 2009. Planning for the school's opening began immediately and Sherwood opened its doors to close to 100 students on August 25, 2010. Currently in its third year of operations, Sherwood Montessori offers a high quality, authentic, tuition-free Montessori experience to the students and families of the Chico area.

Student Enrollment

Group	Enrollment
Number of students	118
Black or African American	0.8%
American Indian or Alaska Native	2.5%
Asian	1.7%
Filipino	0.8%
Hispanic or Latino	9.3%
Native Hawaiian or Pacific Islander	0.0%
White	81.4%
Two or More Races	2.5%
Socioeconomically Disadvantaged	8.5%
English Learners	2.5%
Students with Disabilities	3.4%

Teachers

Indicator	Teachers
Teachers with full credential	6 FTE /100%
Teachers without full credential	0%
Teachers Teaching Outside Subject Area of Competence	0%
Misassignments of Teachers of English Learners	0%
Total Teacher Misassignments	0%

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	64%
Mathematics	54%
Science	60%
History-Social Science	** %

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

**Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	820
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 5
2012–13 Program Improvement Status (PI Year)	n/a

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Sherwood Montessori is located in the neighborhood that borders Bidwell Park to the north. The site is rented from Redeemer Lutheran Church and includes use of two playground areas, a garden area, and a parking lot that is closed off during the day to give more space for P.E. and outdoor activities.

The school facility last had a comprehensive inspection by a third party on April 20, 2011 and needed some repairs and modifications listed below. The School Director conducts monthly safety checks of the facilities and grounds.

Our kitchen and lunch serving area has been inspected by the Butte County Public Health Department

and found in good condition to prepare and serve food. A food warmer was installed to ensure that food temperatures stay hot enough on cold days.

Repairs Needed

A vent was missing in the kitchen; a fluorescent light cover was missing in the kitchen; playground border did not give access to wheelchairs; zone material was not deep enough on playground near play equipment; S hooks on swings were open greater than 2 mm; electrical panel was blocked, extinguishers needed service.

Corrective Actions Taken or Planned

Missing vent was replaced in the kitchen; missing fluorescent light cover was replaced in the kitchen; playground border was modified to give access to wheelchairs; more fall material was added to playground near play equipment; open S hooks on swings were pinched closed, items stored in front of electrical panel were removed, extinguishers were serviced.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,649
District	---
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	n/a

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Sherwood Montessori	District Name	Chico Unified
Street	746 Moss Ave.	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA, 95926-2009	Web Site	www.chicousd.org
Phone Number	(530) 345-6600	Superintendent	Kelly Staley
Principal	Michelle Yezbick, Director	E-mail Address	kstaley@chicousd.org
E-mail Address	michelle@sherwoodmontessori.org	CDS Code	04614240121475

School Description and Mission Statement (School Year 2011–12)

MISSION STATEMENT

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation for the students, and will emphasize ethics, initiative, persistence, and self-confidence.

This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Core Values:

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentorbased classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
- To nurture high parental involvement and collaboration in all areas of education and Governance

Opportunities for Parental Involvement (School Year 2011–12)

Sherwood Montessori is committed to being a school in which collaboration and high family involvement is optimized to provide students with the best possible school experience. Seeing parents helping out at the school sends a positive lesson for children. It shows them that education is valued and it is important enough to work for and invest time in. The SMPO (parents' organization) committees offer a variety of tasks and projects in which parents and families can be involved. Some volunteer opportunities include: Lunch duty, garden maintenance, classroom cleaning and maintenance, planning and assisting with school events, and attending SMPO and Sherwood Montessori Board Meetings. In addition, as each family gets to know the teachers and their child's program, parents can find other ways to help. Each family is encouraged to perform a minimum of 50 hours of volunteer service for the school each academic year.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	17	Grade 8	7
Grade 1	18	Ungraded Elementary	0
Grade 2	16	Grade 9	0
Grade 3	11	Grade 10	0
Grade 4	9	Grade 11	0
Grade 5	14	Grade 12	0
Grade 6	15	Ungraded Secondary	0
Grade 7	11	Total Enrollment	118

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.8%
American Indian or Alaska Native	2.5%
Asian	1.7%
Filipino	0.8%
Hispanic or Latino	9.3%
Native Hawaiian or Pacific Islander	0.0%
White	81.4%
Two or More Races	2.5%
Socioeconomically Disadvantaged	8.5%
English Learners	2.5%
Students with Disabilities	3.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					16	1	0	0	17	1	0	0
1					12	1	0	0	9	2	2	0
2					13	0	1	0	8	2	2	0
3					10	0	1	0	5	2	2	0
4					11	0	1	0	9	0	1	0
5					11	0	1	0	14	0	1	0
6					7	0	1	0	15	0	1	0
7					12	0	1	0	11	0	1	0
8					5	0	1	0	7	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Note: In 2010-11 class configurations were: one K/1 class, one 2/3 class, one 4/5 class, and one 6/7/8 class. In 2011-12 class configurations were: one K class, two 1/2/3 classes, one 4/5 class, and one 6/7/8 class.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics					n/a							
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

The School Safety Plan has been written by the Director with input from the Safety Committee and the school’s insurance provider. As 2010-11 was the school’s first year of operation and first year at this facility site, CCSA JPA insurance provider representative recommended anticipating improvements and revisions to the School Safety Plan as needs are made apparent in daily use.

Sherwood’s Safety Plan provides for the physical and psychological safety of all students, staff and families of the Sherwood community.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	3.01	0	10.03	8.86	4.57
Expulsions	0	0	0	0.73	0.58	0.62

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

No improvements have been planned.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Roof repairs were made by school’s landlord July 2011
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			

Overall Rating		X			
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Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential		4	5.5	574
Without Full Credential		0	0	1
Teaching Outside Subject Area of Competence (with full credential)		0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	98.55%	1.45%
High-Poverty Schools in District	98.17%	1.83%

Low-Poverty Schools in District	100%	0%
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Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.08	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	0.3	
Other (Instructional Aide for Resource Specialist)	0.1875	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January, 2013

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal-Littell <i>Reading/Language Arts</i>	yes	0%

	California Edition/2010		
Mathematics	McDougal-Littell <i>Math</i> California Edition/2010	Yes	0%
Science	McDougal-Littell <i>Science</i> California Edition/2010	yes	0%
History-Social Science	McDougal-Littell <i>History</i> California Edition/2010	yes	0%
Foreign Language		n/a	
Health		n/a	
Visual and Performing Arts		n/a	
Science Laboratory Equipment (grades 9-12)		n/a	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,599.94	\$4,928.62	\$4,671.32	\$40,000
District			\$4,731.04	\$65,065
Percent Difference – School Site and District			1%	48%
State			\$5,455	\$68,488
Percent Difference – School Site and State			2%	53%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

The Montessori approach to education is holistic, considering not only the intellectual development of the child but the physical and emotional development as well. Sherwood supports a number of services that reflect this value, including: the Second Step program for promoting healthy self-esteem and peaceful conflict resolution, a Cooking and Gardening program for all ages that fosters healthy lifestyle choices, Spanish language classes, Drama, Soccer, and excursions to Chico Performances. Academics are supplemented with intervention and enrichment services in reading, writing, and math including use of the *Read Naturally* program, the Lindamood Bell *LiPS* Program, guided reading using leveled texts, after school *Math Club*, and literacy groups with high level text such as the Book in Common and traditional classical literature. In 2011-2012, Sherwood Middle School attended Shakespearean Plays and acting classes in Ashland, Oregon, following up their reading and analyses of *Romeo and Juliet*.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,932
Mid-Range Teacher Salary	\$53,164	\$65,424
Highest Teacher Salary	\$83,676	\$84,596
Average Principal Salary (Elementary)	\$89,920	\$106,806
Average Principal Salary (Middle)	\$97,238	\$111,776
Average Principal Salary (High)	\$102,804	\$120,858
Superintendent Salary	\$164,900	\$204,089
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts		68%	64%	56%	58%	58%	52%	54%	56%
Mathematics		27%	54%	47%	51%	51%	48%	50%	51%
Science		62%	60%	64%	67%	68%	54%	57%	60%
History-Social Science		*%	*%	55%	59%	56%	44%	48%	49%

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	58%	51%	68%	56%
All Students at the School	64%	54%	60%	*%
Male	58%	62%	58%	*%
Female	74%	43%	0%	*%
Black or African American	*%	*%	*%	*%
American Indian or Alaska Native	*%	*%	*%	*%

Asian	*%	*%	*%	*%
Filipino	*%	*%	*%	*%
Hispanic or Latino	82%	55%	*%	*%
Native Hawaiian or Pacific Islander				
White	65%	56%	61%	*%
Two or More Races				
Socioeconomically Disadvantaged	55%	30%	*%	*%
English Learners	*%	*%	*%	*%
Students with Disabilities	*%	*%	*%	*%
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts		n/a		62%	67%	60%	54%	59%	56%
Mathematics				63%	65%	60%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40%	26%	34%	40%	43%	18%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander				n/a		
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

5	33.30%	16.70%	50.00%
7	25.00%	16.70%	25.00%
9			

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide			5
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School		B	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			22

Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	76	820	8,920	797	4,664,264	788
Black or African American	1		325	713	313,201	710
American Indian or Alaska Native	2		167	737	31,606	742
Asian	3		596	768	404,670	905
Filipino	1		58	869	124,824	869
Hispanic or Latino	5		1,922	726	2,425,230	740
Native Hawaiian or Pacific Islander	0		53	797	26,563	775
White	64	831	5,605	828	1,221,860	853
Two or More Races	0		45	730	88,428	849
Socioeconomically Disadvantaged	18	725	4,259	724	2,779,680	737
English Learners	3		1,350	683	1,530,297	716
Students with Disabilities	5		1,026	603	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		37.9%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate					13.3	8.6		16.6	14.4
Graduation Rate					81.23	85.99		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D

Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

n/a

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		

All courses		
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Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Sherwood Montessori is dedicated to providing an authentic Montessori education for our students. To this end, it is essential to have properly trained Montessori teachers. The bulk of our professional development is spent, in terms of time and fiscal resources, on ensuring that all our lead teachers have high quality Montessori training.

In addition to the Montessori training, Sherwood teachers and Director take part in trainings offered through the Butte County Office of Education and other local sources for professional development such as The Training Place at Butte College. During the 2011-2012 school year, staff attended professional development related to Common Core State Standards, creating Professional Learning Communities, and assessment. Staff has also had in-service training with professional consultants providing on-site professional development, such as training to implement Steps to Respect, an anti-bullying curriculum. In the spring of 2012, the American Montessori Society held its annual conference in San Francisco. Several staff members attended and attended seminars on a variety of topics related to Montessori education.

Although no calendar days are set aside for full staff development, Wednesdays are early release days and professional development takes place once to twice monthly on Wednesdays. Topics chosen for professional development are decided collaboratively by the teaching faculty using student data as a guide.

Sherwood Montessori

School Accountability Report Card, 2011-2012

Chico Unified

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