

School Accountability Report Card

A Profile For The Community

NICOLAS JUNIOR HIGH SCHOOL

Allan Waterman, Principal

www.fsd.k12.ca.us



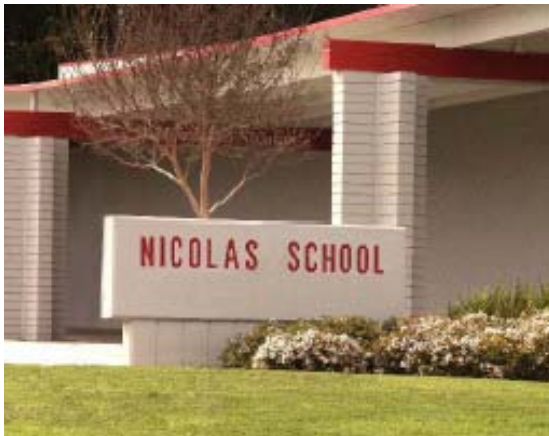
1100 W. Olive Avenue · Fullerton, CA, 92833 · (714) 447-7775 · Fax (714) 447-7586

Learning for a Lifetime

2001-02 School Year

A Message from the Principal

Nicolas challenges students with the opportunity to develop a life long positive attitude toward learning. Parents are encouraged to get involved in their child's education. The School Accountability Report Card is a summary report of a variety of areas in our educational program. If you would like additional information on any of these areas, or are interested in being involved in our PTA, or volunteering at Nicolas please feel free to call me at Nicolas Junior High School.



School Description

Nicolas Junior High School is located in the southern section of Fullerton, one of 19 school sites in the Fullerton School District. In the 2001-02 school year the enrollment at Nicolas Junior High School as reported on California Basic Educational Data Systems (CBEDS) was 1,047. The racial/ethnic breakdown of the student body is 35.1% White, 54.2% Hispanic, 2.9% African American, 6.7% Asian, 1.1% Filipino, .1% Pacific Islander and .1% American Indian.

In addition to ethnic diversity, the student body at Nicolas Junior High School has 295 students whose English proficiency is limited. These students speak eleven different languages, with Spanish representing the largest language group.

Opportunities for Parent Involvement

Parents who wish to participate in School Site Council, PTA, English Learners Advisory Council, school activities, or become a volunteer may contact the school office.



Teacher Assignments

The State Department of Education requires all teachers to have a completed Bachelors degree plus 30 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All Nicolas Junior High School's teachers are appropriately credentialed as indicated by the chart below. Specialized credentials include: Special Education and English Language Development.

	2000	2001	2002
Credentialed Teachers	46	43	41
Emergency Credentials or Waiver	11	8	8
Outside Subject Area	2	4	2
Masters Degree or Higher	17	18	17
Specialized Credentials	5	6	8

Substitute Teachers

The school district maintains a list of qualified substitute teachers. Three hundred and fifty substitutes were on the 2001-02 district substitute list.

During the 2001-02 school year Nicolas was unable to obtain substitute teachers on twelve days. On these days, non-classroom personnel, such as the principal or other certificated personnel were used to ensure that the classes had a certificated teacher present.

District Expenditures

In 2001-02, the district spent an average of \$6,372.86 per student. In 2001-02, the district received \$1,826,680 in lottery funds which represent 2% of the General Fund income for the year. Program expenditure data are for 2001-02. School-Based Coordinated Program (SBCP) is a combination of state allocated funds to support academic achievement for students. SBCP funds offer Nicolas Junior High School the flexibility to serve all students. The Title I program provides funds to schools that have at least 35% of their students at or below the federal poverty level. Nicolas Junior High School has been identified for Title I Program Improvement (PI).

Programs	No. of Pupils	Funds
School-Based Coordinated Program	1,047	\$142,143
Gifted & Talented Education (GATE)	19	\$570
Title I	508	\$187,854

Class Size

The overall district class size for 2001-02 for grades 7 thru 8 is 29.0 students per teacher. The county class size average is 30.0 and the state class size average is 27.9 students per teacher. The average class size for Nicolas Junior High School is 29.6 students per teacher. The average class size and the number of classrooms for each range of students by subject area as reported by CBEDS at 2001-02 is as follows:

1999-00					2000-01					2001-02				
Subject	Avg.	1-22	23-32	33+	Subject	Avg.	1-22	23-32	33+	Subject	Avg.	1-22	23-32	33+
English	26.57	15	25	11	English	24.24	14	31	1	English	26.65	7	38	1
Math	32.41	4	17	13	Math	26.57	4	30	1	Math	27.71	3	30	2
Science	32.17	0	9	15	Science	29.00	3	14	7	Science	28.19	2	23	2
Social Science	30.39	0	22	9	Social Science	27.87	3	21	6	Social Science	29.76	1	27	5

Teacher Evaluation, Professional Development, Training and Curriculum Improvement

Administrators evaluate teachers based on State Education Code requirements, provisions of the certificated contract agreement, and district policy. This year district and site level curriculum work focused on:

- Standards/Assessment / Accountability via the School Plan
- Adoption of grades 7 and 8 standards-based Language Arts textbook material
- Implementation of standards-based Science curricula and materials
- Continuing the implementation of the California Reading Initiative (Teacher Training Component) for teachers new to Fullerton School District
- Evaluating and adopting standards-based Math textbook materials K-8
- Collection of multiple student assessment data by class/grade

Teachers at Nicolas Junior High School attended workshops and training in:

- Reading Across Discipline
- Science classroom management
- CORE curriculum materials usage
- Expository and Narrative writing
- Technology
- Implementation of school-wide writing plan
- Math standards alignment

Professional growth training took place prior to the start of school, on two student-free days and after school. The following chart shows the number of days dedicated to staff development for the most recent three years. As of 2001-02, all students attend the 180 days of designated instruction.

1999-00	2000-01	2001-02
3	3	3

Climate for Learning

Nicolas Junior High School's educational environment has a strong academic focus. Students are recognized for their achievements through:

- National Junior Honor Society
- Honor Roll

Students can participate in:

- Student Council
- Leadership Class
- Tutoring
- Peer Assistance Leadership
- Elective Classes
- LEAD
- After School Sports
- Various interest groups
- Mentoring Groups

Our school-wide discipline plan ensures an orderly school environment. School and classroom expectations are clearly communicated to parents and students, with consequences consistently enforced. The following chart displays Nicolas Junior High School's suspension and expulsion rates for the last three years. The rate of suspensions and expulsions is the total number of incidents divided by the total enrollment for the given year.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions	243	206	263	1,007	992	1,102
Suspensions (rate)	23.8%	20.9%	25.1%	7.9%	7.6%	8.3%
Expulsions	5	5	4	13	18	10
Expulsions (rate)	.49%	.5%	.38%	.1%	.14%	.08%



Instructional Materials

Nicolas Junior High School and the Fullerton School District set a high priority upon ensuring that there are sufficient textbooks and materials to support each school's standards-based instructional program.

- Teachers, parents, and administrators are involved in textbook adoptions.
- Subject area textbook adoptions occur on a seven-year cycle determined by the California Department of Education.
- The District Educational Media Center and District Library are available to all staff.

Nicolas Junior High School has a Media Center, Technology Center, and two computer labs which provide teacher and student access to:

- Supplemental Curriculum Materials
- Library Books and Research Materials
- Computers
- Internet Resources

Student Support Services

A variety of support services are available at Nicolas Junior High School.

- Resource Specialists - three
- Speech and one Language Specialist
- School Psychologist - three days a week
- School Nurse - one day a week
- Library/Reading Teacher - five days a week
- Counselor - five days a week
- Healthy Start Coordinator - five days a week
- Title I Coordinator - 2 days a week



Quality of Instructional Leadership

The curriculum is comprised of all of the State content standards. District assessments, report cards, and instruction are all aligned with the Standards to assure student achievement.

Nicolas Junior High School has a comprehensive school plan which addresses the strengths and weaknesses of the overall school program.

Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. There were a total of 8 minimum days at Nicolas Junior High School during the 2001-02 school year. All of these days were used for parent-teacher conferences. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law.



2001-02 Instructional Minutes		
Grades	Required	Actual
7-8	54,000	62,752

Student Attendance

School attendance patterns are important identifiers of students who are at risk of dropping out of school in the junior high or high school years. Nicolas Junior High School carefully monitors student attendance to identify those students exhibiting excessive absences. The chart below displays Nicolas Junior High School's total student attendance rate for the past three years.

Student Attendance		
1999-00	2000-01	2001-02
93.7%	94.8%	94.7%

Nicolas Junior High School also attempts to assist students with excessively high unexcused absentee rates. Emphasis is put on the importance of being at school and on time. Students who continue to have excessive unexcused absences are referred to the School Attendance Review Board (SARB). The chart below displays the number of students for the past two years with high unexcused absentee rates. Since the primary source of state income to schools is based upon attendance, the higher the absence rate the less income the school district receives.

Unexcused Absences	Number of Students	
	2000-01	2001-02
10-15	103	95
16-20	43	18
21 or More	47	44

Salary Comparison

Average salaries are reported for the 2000-01 school year, the most recent year for which statewide averages are available. The district spent 44.31% of the total district budget on teachers' salaries as compared to the statewide average of 45.90%. The district spent 6.05% of the total district budget on administrators' salaries as compared to the statewide average of 5.40%.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$35,504	\$35,222
Mid-Range Teacher Salary	\$60,400	\$57,707
Highest Teacher Salary	\$75,509	\$70,135
Average Principal Salary (Elementary)	\$93,041	\$89,033
Average Principal Salary (Middle)	\$95,278	
Superintendent Salary	\$130,854	\$129,527
Percentage of Budget for Teachers Salaries	44.31	45.90
Percentage of Budget for Administrative Salaries	6.05	5.40

Safety, Cleanliness and Adequacy of School Facilities

Safety of students and staff is a primary concern of the Fullerton School District. In compliance with SB187, each school maintains a Safe Schools Plan which satisfies the mandates of the law and reflects the individual needs of the site. The major focus areas of the plan are: 1) providing a safe learning environment; 2) safe practices at school sponsored activities and enroute to and from school; 3) connecting families with community resources; 4) building an environment of mutual respect. The Comprehensive School Safety Plan was last updated in January 2002, approved by School Site Council in September, 2001 and was reviewed with the staff on January 16, 2002.

Nicolas Junior High, in concert with the school site council, has developed and regularly evaluates, its school safety plan to assure a positive learning environment for all students.

Preparation for the Workplace

The focus of Nicolas Junior High School is to raise student achievement in English Language Development, Reading, Writing and Mathematics. Students are prepared for entering the workforce by meeting grade level academic standards, attending school regularly and being on time. They are supported in their efforts to work with others in their academic, athletic and social endeavors



Student Achievement

The Stanford Achievement Test, Ninth Edition (SAT 9) was administered to students in grades 7-8 in the spring of 2000, the spring of 2001, and the spring of 2002. Results of these tests are used to evaluate the instructional program and to assist in planning program improvements for our students. Standardized tests provide one measure of assessing student performance while the school uses a wide variety of additional measures, including ongoing diagnostic assessment in grades kindergarten through six. The following charts present:

- > 2001-02 test results by grade level and subgroups
- > 2000-01 test results by grade level
- > 50th percentile rank is the average score achieved by students in the same grade across the country
- > Scores reported exclude students exempted by parent request

Reading									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
7	43	43	40	58	61	56	46	48	48
8	41	45	43	58	60	60	49	50	49

Reading—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
7	40	41	8	53	32	52
8	43	44	16	54	29	62

Math									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
7	45	42	43	63	63	61	48	50	52
8	37	44	44	60	62	63	48	49	50

Math—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
7	45	42	23	51	34	55
8	41	46	21	52	32	59

Language									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
7	48	45	46	63	65	62	54	56	57
8	38	44	45	60	60	61	51	52	52

Language—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
7	43	49	19	57	39	56
8	44	46	18	56	32	63



Student Achievement (SAT 9)

The following charts present the 2001-02 test results by racial/ethnic groups showing the percentage of students scoring at or above the 50th percentile for reading and mathematics:

Reading				
Grade	Asian American	Hispanic or Latino	White (Not Hispanic)	African American
7	47	30	56	42
8	49	27	72	36

Mathematics				
Grade	Asian American	Hispanic or Latino	White (Not Hispanic)	African American
7	67	33	57	30
8	81	29	63	21

California Standards Test (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The following charts present the percentage of students scoring at the Proficient level in English and Math (n/a = not available). The subgroups scoring at Proficient level in English and Math include Gender, English Learners, Not English Learners, Socioeconomically Disadvantaged and Not Socioeconomically Disadvantaged.

Note: (-) within each of the charts indicates that data is not available

English Language Arts						
Grade	School		District		State	
	01	02	01	02	01	02
7	23	22	42	40	32	33
8	24	26	40	43	32	32

English Language Arts—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
7	22	22	4	30	14	36
8	24	28	2	35	13	45

Mathematics						
Grade	School		District		State	
	01	02	01	02	01	02
7	-	24	-	43	-	29
8	-	20	-	34	-	26

Mathematics—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
7	25	22	8	30	17	35
8	21	18	7	24	11	32

English Language Arts-Racial/Ethnic Groups					
Grade	African American	Asian American	Hispanic or Latino	Filipino American	White (Not Hispanic)
7	16	27	14	29	36
8	23	39	12	50	49

Mathematics-Racial/Ethnic Groups					
Grade	African American	Asian American	Hispanic or Latino	Filipino American	White (Not Hispanic)
7	25	39	15	57	33
8	23	39	9	50	32

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. The ratio of pupils per academic counselor is enrollment as reported in the most recent CBEDS data collection (2001-02) divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
1.0	1,047

Local Assessment

The following chart represents the percentage of students meeting or exceeding the district standard. The multiple measures scores are for all students, including special education, enrolled at Nicolas Junior High School for the 1998-99, 1999-00 and 2000-01 school years.

Grade	Reading			Writing			Math		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
7	55	57	63	26	70	71	45	49	35
8	79	51	57	73	71	77	71	46	61

California Fitness Test

This state test is given to students in grade 7. This table shows the percents of students scoring within the Healthy Fitness Zone on all six fitness tasks for 2001-02.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	33.1	50.6	49.4	44.9	49.9	50.1	26.0	48.6	50.4

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis the state has set 800 as the API score that schools should strive to meet.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the principal.

Note: ***The II/USP Program was not funded for the year 2002.

	API BASE DATA				API GROWTH DATA		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	95	100	99	Percentage Tested	100	99	99
Base API Score	591	617	619	API Growth Score	617	621	629
Growth Target	10	9	9	Actual Growth	26	4	10
Statewide Rank	4	4	4	Eligible for Awards	Yes	No	Yes
Similar Schools Rank	4	5	4	Applied for II/USP	No	No	***
Hispanic or Latino							
Base API Score	493	522	550	API Growth Score	522	546	557
Growth Target	8	7	7	Actual Growth	29	24	7
White (Not Hispanic)							
Base API Score	690	708	711	API Growth Score	708	719	728
Growth Target	8	7	7	Actual Growth	18	11	17
Socioeconomically Disadvantaged							
Base API Score	509	533	549	API Growth Score	533	546	564
Growth Target	8	7	7	Actual Growth	24	13	15

Academic Success for All Students

FULLERTON SCHOOL DISTRICT

Cameron M. McCune, Ed.D., Superintendent
 1401 W. Valencia Drive
 Fullerton, CA 92833
 (714) 447-7400
 www.fsd.k12.ca.us

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