



Fall 2004

COLINA MIDDLE SCHOOL

A National Blue Ribbon School 2002
A California Distinguished School 2001

Excerpts from the 2003-2004 SCHOOL ACCOUNTABILITY REPORT CARD

Conejo Valley Unified School District
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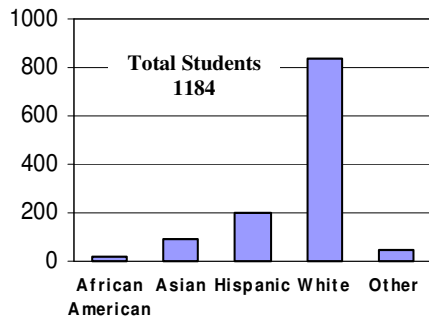
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AT A GLANCE 2003-04

| | |
|------------------------|---------|
| School Type: | Middle |
| Grade Levels: | 6-8 |
| Total Enrollment: | 1184 |
| Total Teachers: | 49 |
| Per Pupil Expenditure: | \$6,395 |

Enrollment Breakdown by Number of Students



Average Class Size

| | 2001-02 | 2002-03 | 2003-04 |
|-----------|---------|---------|---------|
| English | 27.1 | 29.2 | 30.2 |
| Math | 31.1 | 26.1 | 24.8 |
| Science | 33.5 | 32.3 | 34.1 |
| Soc. Sci. | 33.0 | 33.9 | 33.5 |

BUSINESS AND COMMUNITY PARTNERS

Pat Helton, Coldwell Banker
Colina ASB
The Reagan Library,
Rusty West of Marketscan,
Mark Terry, JBL Professional
Colina PTSA

PRINCIPAL'S STATEMENT

Colina Middle School strives to provide each student with a safe, nurturing and well disciplined environment in which to achieve maximum development of each student's potential as a life-long learner and as a caring human being. Working hard to achieve academic success, making friends and treating others with kindness, and enjoyment of succeeding together are seen as keys to a positive school climate. A challenging and engaging learning environment for all students facilitates the development of self-esteem and self-discipline.

Colina Middle School has developed the following goals:

- Students will develop positive attitudes toward the learning process.
- Students will develop skills and knowledge to maintain good physical and mental health
- Students will develop skills for effective, grammatically acceptable written and verbal communication.
- Students will develop attitudes, skills and knowledge to gain, organize and communicate scientific information and to engage in critical thinking to make independent judgments.
- Students will develop attitudes and skills to appreciate the arts or other interests that promote the creative processes.
- Students will increase their knowledge of and appreciation for different cultures and the contributions each has made to the United States. Colina's goal is to create an environment of tolerance and respect for all people.

CURRICULUM AND INSTRUCTION

The Conejo Valley Unified School District's curriculum and instructional program are aligned with State and District curriculum standards and utilize all the District-adopted courses of study, textbooks and supplemental materials.

Colina's instructional program mission is to prepare students for fulfillment in school and in life by cultivating each child's potential. The educational program is designed to reinforce and extend academic and life skills, to provide conceptual and content preparation for the high school core curriculum, and to allow students to experience exploratory courses and electives. The master schedule is designed to allow maximum flexibility to address the needs of every student. Teachers create an engaging and challenging standards-based curriculum, and our students consistently achieve top scores on standardized tests in our district and county.

OPPORTUNITIES FOR PARENT AND COMMUNITY INVOLVEMENT

Bilingual Advisory Committee: CVUSD English Language Learner Committee meets five times during the year to discuss the English Language Development Program. One Advisory Member is a parent of an EL student at Colina Middle School. Contact Moira Fagan Simpson at 495-7429 x1013.

Career Speakers: Colina's counseling office sponsors a Career Speakers Program in which our own students' parents speak on their occupational fields. Contact Moira Fagan Simpson at 495-7429 x1013.

Parent Volunteers: Parents are needed in the Counseling Office on a regular basis for computer data entry. Contact Sam Kane at 495-7429 x1011.

"The mission of the Conejo Valley Unified School District is to meet the academic, cultural, social, and individual needs of students in order to prepare them to make meaningful contributions to a democratic society."

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 schools should strive to meet.

| API Base Data | | | | API Growth Data | | | |
|----------------------|------|------|------|---|-------------------|-------------------|-------------------|
| | 2001 | 2002 | 2003 | | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| Percentage Tested | 100 | 100 | 100 | Percent Tested | 100 | 100 | 99 |
| API Base Score | 859 | 854 | 869 | API Growth Score | 865 | 863 | 872 |
| Growth Target | A | A | A | Actual Growth | 6 | 9 | 3 |
| Statewide Rank | 10 | 10 | 10 | Explanatory Notes are contained in the complete version of the SARC | | | |
| Similar Schools Rank | 7 | 9 | 10 | | | | |

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (CAT6). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11. The CAT6 tests reading, language and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

| California Standards Tests (CST) - English Language Arts and Math | | | | | | | | | | | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|------|--------|------|------|----------|------|------|-------|------|------|
| Percentage of all students achieving at the Proficient or Advanced level (meeting or exceeding the state standard) | | | | | | | | | | | | | | | | | | | |
| CST | COLINA | | | DISTRICT | | | STATE | | | | COLINA | | | DISTRICT | | | STATE | | |
| ELA | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | Math | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 6 | 80 | 84 | 80 | 62 | 67 | 72 | 30 | 36 | 36 | | 82 | 80 | 77 | 60 | 65 | 69 | 32 | 34 | 35 |
| 7 | 68 | 71 | 66 | 62 | 67 | 68 | 33 | 36 | 36 | | 61 | 68 | 63 | 57 | 60 | 63 | 29 | 30 | 33 |
| 8 | 64 | 61 | 65 | 63 | 59 | 60 | 32 | 30 | 33 | | 48 | 60 | 72 | 38 | 55 | 57 | 26 | 30 | 30 |

| California Achievement Test/6 (CAT/6)-Reading and Math 2003 and 2004 | | | | | | | | | | | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|------|--------|------|------|----------|------|------|-------|------|------|
| Percentage of all students scoring at or above the 50th percentile. (*SAT 9 given in 2002) | | | | | | | | | | | | | | | | | | | |
| CAT6 | COLINA | | | DISTRICT | | | STATE | | | | COLINA | | | DISTRICT | | | STATE | | |
| Read | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | Math | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 6 | * | 89 | 90 | * | 72 | 77 | * | 45 | 46 | | * | 92 | 89 | * | 77 | 82 | * | 51 | 53 |
| 7 | * | 82 | 78 | * | 76 | 75 | * | 45 | 45 | | * | 83 | 79 | * | 75 | 76 | * | 46 | 48 |
| 8 | * | 73 | 77 | * | 72 | 72 | * | 41 | 41 | | * | 80 | 85 | * | 76 | 77 | * | 48 | 49 |

Adequate Yearly Progress (AYP)

The No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the CST by 2014. In order to meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in this school made Adequate Yearly Progress. (--- data not available)

| GROUPS | COLINA | | | DISTRICT | | |
|----------------------------------|--------|------|------|----------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| All Students | --- | Yes | Yes | --- | Yes | Yes |
| Hispanic or Latino | --- | Yes | Yes | --- | Yes | Yes |
| White (not Hispanic) | --- | Yes | Yes | --- | Yes | Yes |
| Socio-economically Disadvantaged | --- | Yes | Yes | --- | Yes | Yes |
| English Learners | --- | Yes | Yes | --- | Yes | Yes |