

Harmony Magnet Academy

Porterville Unified School District

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Jeff Brown, Principal

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2011-2012 School Accountability Report Card

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Principal's Message

Welcome to the 2012-2013 school year at Harmony Magnet Academy. With the graduation of our first class (2012), we are excited about the successes of our students. All of the HMA class of 2012 will be eligible to enroll into higher education this fall. We are also proud to say that the efforts of our business and community partnerships in combination with our high achieving students has allowed us to offer a significant dollar amount (over \$1 million) in scholarship awards for the 2011-2012 school year. HMA will continue to provide outstanding opportunities for students, connecting and preparing them for college and career readiness. Porterville Unified School District has made the commitment to provide students with the unique experience being one of thirteen schools in the nation to be selected as a pilot site for the National Academy Foundation's Academy of Engineering initiative. This program is supported by the Bill and Melinda Gates Foundation, Motorola, Xerox, and Verizon, with a goal of creating 110 Academies of Engineering over the next four years.

The mission of Harmony Magnet Academy is to offer students in grades 9-12 a college preparatory curriculum. Recognizing the unique and varied needs of each student, the goal is to help all students achieve their highest potential by offering students the choice of enrollment in the School of Engineering or the School of Performing Arts. Harmony Magnet Academy's expected outcomes for students completing high school are: prepared for college; self-motivated learners; producers of quality products; successful interns in a career-based assignment; and involved members of their community. These student outcomes are supported by flexible schedules, a safe and supportive environment, and support of community-based advisory committees in engineering and performing arts.

In order to meet the college and career paths Harmony provides students, we have established a seven period instructional day, and maintained the graduation requirement to 260 credits. The core courses offered meet the requirement for graduation, and ensure that students will be fully a-g qualified for enrollment at a University of California or California State University campus. Embedded in the core curriculum are common practices, which integrate projects within the Performing Arts Pathway and the Academy of Engineering, supported by Project Lead the Way. The HMA class schedule is "blocked" for four periods to allow longer periods of time for investigative studies. We also share three common periods with Strathmore High School, which permits greater schedule flexibility in certain courses. This unique schedule will allow students to more effectively achieve at a high level in both academic and extra-curricular activities.

The School of Performing Arts consists of specialty arts such as guitar, keyboarding, dance elements and interpretation, video and audio production, stagecraft and graphic arts. Additionally, Harmony Magnet Academy is very proud to house the PUSD orchestra, highlighted by the Harmonix.

The School of Engineering within the Academy is supported by the National Academy Foundation, Project lead the Way, Connect-Ed, and National Action Council for Minorities in Engineering. The curriculum is stringent and designed to produce college and work-ready graduates in the ever-expanding fields of engineering. Course work will include Principles of Engineering, Digital Electronics, Biotechnical Engineering, Civil Engineering and Architecture, Computer Integrated Manufacturing and Engineering Design and Development. The engineering program is recognized by the following list of higher learning institutions; University of Southern Florida, Purdue University, Duke, Penn State, Old Dominion, University of South Carolina, San Diego State University, University of Southern California and Eastern Michigan University, among others.

We are located in Strathmore, adjacent to Strathmore High School on its' southern boundary. Our campus, now four years old, sits on 20 acres and features a two story classroom structure, a 900 seat performing/athletic venue, administrative/counseling offices, specially designed laboratory classrooms, technology labs and athletic fields. PUSD has also appointed SunPower to install a 530 kilowatt solar power system for both HMA and Strathmore High School completed August 2012.

Again, welcome to Harmony Magnet Academy, where every graduate will be college and career ready.

Jeff Brown

Principal

Mission Statement

Harmony Magnet Academy offers students a college preparatory curriculum with a program of study in either the Academy of Engineering or the Academy of Performing Arts. We provide a safe and supportive environment, actively involved community-based advisory boards, and an academically rigorous core curriculum with study specific integrated projects. Recognizing the unique and varied needs of each student, our mission is to help all students achieve their highest potential.

School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast.

Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Harmony Magnet Academy, established in 2008, serves students in grades nine through twelve on a traditional calendar schedule. The school offers a college preparatory curriculum for students in grades nine through twelve, consisting of the Academy of Engineering and Academy of Performing Arts. The unique design of the small learning community allows students to study in an academically-rigorous, safe and supportive learning environment.

During the 2011-12 school year, 509 students were enrolled at the school. Student demographics are displayed in the chart.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2011-12 | |
| | Percentage |
| African American | 0.8% |
| American Indian | 1.4% |
| Asian | 2.2% |
| Filipino | 2.2% |
| Hispanic or Latino | 61.7% |
| Pacific Islander | 0.4% |
| White | 26.1% |
| Two or More | 2.2% |
| None Reported | 3.1% |

Parent & Community Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The Booster Club plays an active role in the community and at each school site through fundraising and special activities.

Parents and guardians are always welcome on campus and can support their child's learning by:

- 1) Monitoring school attendance
- 2) Participating in extra-curricular activities
- 3) Monitoring and regulating television viewing
- 4) Planning and participating in activities at home that are supportive of classroom activities
- 5) Volunteering at school
- 6) Participating in decision-making processes by attending English Learner Advisory Council and/or School Site Council meetings.
- 7) Participate as an advisory board/business partner member in the operation of the school.
- 8) Provide work based learning opportunities for students in the community.

Discipline & Climate for Learning

Harmony Magnet Academy believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Harmony Magnet Academy's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the school's and district's parent/student handbook, a beginning of the year assembly, classroom orientation, and school newsletters.

The suspensions and expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 09-10 | 10-11 | 11-12 | 09-10 | 10-11 | 11-12 |
| Suspensions | 1 | 3 | 9 | 2305 | 1910 | 1565 |
| Suspension Rate | 0.3% | 0.7% | 1.8% | 17.2% | 14.0% | 11.4% |
| Expulsions | 1 | 0 | 0 | 113 | 140 | 113 |
| Expulsion Rate | 0.3% | 0.0% | 0.0% | 0.8% | 1.0% | 0.8% |

Class Size

The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

| | Class Size Distribution | | | | | | | | | | | |
|-----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|---|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | |
| By Subject Area | | | | | | | | | | | | |
| English | 23 | 26 | 28 | 5 | 3 | 2 | 6 | 5 | 12 | - | 1 | 1 |
| Math | 21 | - | 20 | 5 | - | 15 | 10 | - | 9 | - | - | - |
| Science | 18 | 27 | 24 | 6 | 1 | 5 | 7 | 13 | 10 | - | - | - |
| Social Science | - | 31 | 28 | - | - | 2 | - | 4 | 6 | - | - | 2 |

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the trend in enrollment at the school over the most recent three-year period.

| | Enrollment Trend by Grade Level | | |
|------|---------------------------------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 |
| 9th | 157 | 182 | 127 |
| 10th | 129 | 138 | 160 |
| 11th | - | 122 | 114 |
| 12th | - | - | 108 |

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school staff make daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences, a letter is mailed home, and a parent conference may be scheduled.

In the event of habitual truancy, students may be referred to the School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Homework

At Harmony Magnet Academy, homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. To be fully prepared for class, students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child. To meet the needs of students, tutoring in all subject areas is available Monday through Thursday from 7:15-8:10 am and 3:30-6:00 pm.

Dropout & Graduation Rates

Several programs, such as Citrus Continuation High School, on-site tutoring programs, Butterfield Charter High School, Home and Hospital, Migrant Program, and concurrent enrollment in Adult School, are utilized in an effort to reduce the dropout rate. Additional programs to help reduce the dropout rate include: drug awareness programs, SARB, attendance counseling, visitations to outlying communities with histories of attendance and dropout problems, Community School, and the Education Center, which includes programs for on-site, home schooling, and TAPP students. Harmony Magnet Academy only enrolled ninth through eleventh grade students in 2010-11, therefore graduation data is not available.

| Graduation & Dropout Rates | | | |
|----------------------------|-------|-------|-------|
| | 08-09 | 09-10 | 10-11 |
| Dropout Rate | 1.40% | - | - |

Instructional Time (Includes Minimum Days)

All instructional time offered either met or exceeded the daily instructional minute requirements specified in the California Education Code. The chart shows instructional minutes offered in the 2011-12 school year.

| Instructional Minutes By Grade Level | | |
|--------------------------------------|------------------|----------------|
| | Minutes Required | Actual Minutes |
| 9th-12th | 64,800 | 65,685 |

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 96.9% | 3.1% |
| District | 98.6% | 1.4% |
| High-Poverty Schools in District | 98.6% | 1.4% |
| Low-Poverty Schools in District | N/A | N/A |

Teacher Assignment

Porterville Unified School District recruits and employs only the most qualified credentialed teachers. The chart shows the number of credentialed teachers at the school and district.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 09-10 | 10-11 | 11-12 | 11-12 |
| Fully Credentialed | 15 | 19 | 22 | 588 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 2 | 0 | 0 | 27 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 10-11 | 11-12 | 12-13 |
| 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 |

Counseling & Support Staff

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. Pathway teachers in both Performing Arts and Engineering meet with students to discuss the intervention tutorial program. During that meeting, students agree to attend tutorial sessions with their teacher to gain a better understanding of the subject matter.

The Guidance/Counselor to pupil ratio is 1:255. The chart displays a list of support services that are offered to students at the school. Some students have exceptional academic needs that can be met through the District's Resource Specialist Program or on an individual basis with the Speech & Language Specialist. These students receive additional instruction in identified academic areas.

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. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

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 individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

The second table displays, by student group, the Growth API at the school, district, and state level.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|---|-----------------|----------------------|
| Academic Counselor | 1 | 1.0 |
| Guidance Tech Counselor | 1 | 1.0 |
| Resource Specialist Program (RSP) Teacher | 1 | 0.2 |

API School Results

| | 2009 | 2010 | 2011 |
|---------------------------------|-------|-------|-------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 10 | 10 | 10 |
| Group | 09-10 | 10-11 | 11-12 |
| All Students at the School | | | |
| Actual API Change | 21 | 8 | 11 |
| Hispanic or Latino | | | |
| Actual API Change | 15 | 11 | -3 |
| White | | | |
| Actual API Change | - | -3 | 45 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | 7 | 13 | 9 |
| English Learners | | | |
| Actual API Change | - | 1 | -15 |

2012 Growth API Comparison

| | School | | District | | State | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 382 | 882 | 9,993 | 758 | 4,664,264 | 788 |
| Hispanic or Latino | 238 | 854 | 7,707 | 750 | 2,425,230 | 740 |
| White | 93 | 929 | 1,526 | 791 | 1,221,860 | 853 |
| Socioeconomically Disadvantaged | 220 | 864 | 8,036 | 743 | 2,779,680 | 737 |
| English Learners | 82 | 790 | 3,571 | 700 | 1,530,297 | 716 |

Adequate Yearly Progress (School Year 2011-12)

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 have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| | School | | District | |
| Made AYP Overall | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | No | |

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 in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| English/Language Arts | 74 | 72 | 74 | 41 | 42 | 45 | 52 | 54 | 56 |
| Mathematics | 35 | 49 | 47 | 41 | 41 | 44 | 48 | 50 | 51 |
| Science | 86 | 87 | 86 | 41 | 44 | 44 | 54 | 57 | 60 |
| History/Social Science | 71 | 71 | 69 | 33 | 35 | 37 | 44 | 48 | 49 |

*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 |
| District | 45 | 44 | 44 | 37 |
| School | 74 | 47 | 86 | 69 |
| Hispanic or Latino | 66 | 43 | 79 | 64 |
| Pacific Islander | * | * | * | * |
| White | 87 | 55 | 95 | 76 |
| Males | 73 | 52 | 83 | 78 |
| Females | 75 | 42 | 90 | 60 |
| Socioeconomically Disadvantaged | 68 | 42 | 82 | 69 |
| English Learners | 28 | 28 | * | * |
| Migrant Education | 61 | 50 | * | 57 |

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

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 (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 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>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2006-2007 |
| Year in PI (2012-13) | - | Year 3 |
| # of Schools Currently in PI | - | 16 |
| % of Schools Identified for PI | - | 72.73% |

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 568-0347. The district's website (www.portvilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Physical Fitness (School Year 2011-12)

In the spring of each year, Harmony Magnet Academy is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| 2011-12 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 25.5% | 20.0% | 29.1% |

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

Preparation to Enter the Workforce (School Year 2011-12)

Harmony Magnet Academy career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Harmony Magnet Academy have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. All of the listed courses incorporate state-adopted CTE model curriculum standards, and are evaluated through a combination of student projects, testing, and performance/attendance.

| 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 |
| Engineer Design | Harmony | All courses incorporate state-adopted CTE model curriculum standards | Students participate in a district-wide continuum of career preparation events and activities sequenced by grade level | All courses are evaluated through a combination of student projects, testing, and performance and attendance |
| Intro Stagecraft | Harmony | All courses incorporate state-adopted CTE model curriculum standards | Students participate in a district-wide continuum of career preparation events and activities sequenced by grade level | All courses are evaluated through a combination of student projects, testing, and performance and attendance |

College Entrance Info

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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility: Specific high school courses completed; grades in the specified courses, test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Due to the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants.

Most CSU campuses utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Career Technical Education Participation (School Year 2011-12)

For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406.

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? | 260 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | 17.0 |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 42.0 |

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 Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section with three performance levels: Advanced, Proficient, and Not Proficient.

The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving Proficient or Advanced levels. The second table displays the percent of students, by group, achieving at each performance level in English/ language arts and math for the most recent testing period.

| | CAHSEE By Subject for All Grade Ten Students | | | | | | | | |
|-------------|--|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2009-10 | | | 2010-11 | | | 2011-12 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 79.0 | 43.0 | 54.0 | 78.0 | 46.0 | 59.0 | 81.0 | 46.0 | 56.0 |
| Mathematics | 83.0 | 49.0 | 54.0 | 83.0 | 51.0 | 56.0 | 82.0 | 49.0 | 58.0 |

| | CAHSEE By Student Group for All Grade Ten Students | | | | | |
|---------------------------------|--|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students District | 54.0 | 24.0 | 23.0 | 51.0 | 37.0 | 12.0 |
| All Students School | 19.0 | 28.0 | 52.0 | 18.0 | 44.0 | 38.0 |
| Male | 23.0 | 31.0 | 46.0 | 18.0 | 46.0 | 36.0 |
| Female | 16.0 | 26.0 | 58.0 | 18.0 | 46.0 | 36.0 |
| Hispanic or Latino | 27.0 | 38.0 | 35.0 | 26.0 | 45.0 | 29.0 |
| White | 2.0 | 23.0 | 75.0 | 7.0 | 48.0 | 45.0 |
| Socioeconomically Disadvantaged | 24.0 | 41.0 | 35.0 | 21.0 | 49.0 | 31.0 |

Advanced Placement Classes (School Year 2011-12)

The Advanced Placement program is a cooperative educational endeavor between secondary schools, colleges and universities. Harmony Magnet Academy provides highly motivated students with the opportunity to take college-level courses in one of four content areas. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. At Harmony Magnet Academy, AP courses are offered in the following areas: United States History, American Government, English Language, English Literature, Spanish Language, French Language and Culture, Physics B, Statistics, Chemistry, and Calculus AB/BC, and Biology (every other year).

In 2011, a total of 78 different students took 145 AP exams. In 2012, a total of 147 students took 302 AP exams. For the 2010-11 school year, Harmony students received one National Merit Letter of Commendation, had two National Hispanic Recognition Program scholars, two AP Scholars with honor and four AP Scholars. In 2011-12, we had five AP Scholars with Distinction, five AP Scholars with Honor, and fifteen AP Scholars. In a 2012 report from the AP College Board entitled Equity and Excellence, 35% of last year's graduating seniors received a score of 3 or higher on at least one AP exam at any point during their high school career. 31.4% of seniors, 29.7% of juniors, and 9.7% of sophomores scored a three or higher on last year's exams.

| Advanced Placement Classes | |
|-----------------------------------|--------------|
| | # of Courses |
| English | 2 |
| Foreign Language | 2 |
| Mathematics | 2 |
| Science | 3 |
| Social Science | 2 |
| Totals | 11 |
| Percent of Students in AP Courses | 59.8% |

| AP Exam Results | | | | | | |
|------------------------------------|----------|-------------------|---------------------------------------|----------|-------------------|---------------------------------------|
| Test | 2010-11 | | | 2011-12 | | |
| | Enrolled | Total Exams Taken | Passed Exam with Score of 3 or higher | Enrolled | Total Exams Taken | Passed Exam with Score of 3 or higher |
| Calculus AB | 11 | 10 | 7 | 39 | 39 | 15 |
| Calculus BC | 0 | 1 | 1 | 11 | 11 | 7 |
| US History | 56 | 55 | 4 | 50 | 50 | 25 |
| Government & Politics | * | * | * | 33 | 33 | 14 |
| Statistics | * | * | * | 7 | 7 | 4 |
| Spanish Language | * | * | * | 4 | 4 | 2 |
| Physics B | 10 | 10 | 4 | 20 | 19 | 7 |
| English Literature and Composition | * | * | * | 35 | 35 | 13 |
| Chemistry | ** | ** | ** | 16 | 16 | 7 |
| English Language and Composition | 42 | 42 | 11 | 53 | 53 | 21 |
| French Language and Culture | ** | ** | ** | 6 | 6 | 4 |
| Biology | 26 | 26 | 14 | 27 | 27 | 18 |
| World History | ** | ** | ** | ** | 2 | 2 |

* No seniors at this time. **No courses offered.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Porterville Public Library, Strathmore Library, and Tulare Public Library, which contain numerous computer workstations.

Library Information

The school's library, staffed by a Library Media Technician, provides an extensive variety of reference and special interest materials, via an online visual database called Safari Montage. Twenty-eight computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer Resources

All classrooms have one teacher computer and many have several student computers connected to the Internet. Harmony Magnet Academy also has four computer labs with at least 28 computers in each. Computer skills and concepts are integrated throughout the standard curriculum, which helps to prepare students for technological growth and other opportunities. Students are trained to be proficient in a wide array of computer applications specific to their choice of academy.

Science Lab Equipment

The school stocks an adequate supply of science lab equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office.

Textbooks & Instructional Materials (School Year 2012-13)

Porterville Unified School District held a Public Hearing on September 27, 2012 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2012, regarding textbooks in use during the 2012-13 school year.

| District-Adopted Textbooks | | | | | |
|----------------------------|----------------------------|---------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 9th-12th | English/ Language Arts | Glencoe/ McGraw Hill | 2000 | Yes | 0.0% |
| 9th-12th | English/ Language Arts | Globe Book Company | 1999 | Yes | 0.0% |
| 9th-12th | English/ Language Arts | MacMillan/ McGraw Hill | 1999 | Yes | 0.0% |
| 9th-12th | English/ Language Arts | McDougal Littell | 2005 | Yes | 0.0% |
| 9th-12th | Mathematics | Addison- Wesley | 2003 | Yes | 0.0% |
| 9th-12th | Mathematics | Brooks/Cole | 2001 | Yes | 0.0% |
| 9th-12th | Mathematics | CPM Educational | 1999 | Yes | 0.0% |
| 9th-12th | Mathematics | McDougal Littell | 2006 | Yes | 0.0% |
| 9th-12th | Science | Glencoe | 2004 | Yes | 0.0% |
| 9th-12th | Science | McDougal Littell | 2006 | Yes | 0.0% |
| 9th-12th | Science | Prentice Hall | 2009 | Yes | 0.0% |
| 9th-12th | Science | Thomson Learning | 2002 | Yes | 0.0% |
| 9th-12th | Social Science/ History | Glencoe | 1999 | Yes | 0.0% |
| 9th-12th | Social Science/ History | McDougal Littell | 2006 | Yes | 0.0% |
| 9th-12th | Social Science/ History | McGraw-Hill | 1999 | Yes | 0.0% |
| 9th-12th | Social Science/ History | Prentice Hall | 1999 | Yes | 0.0% |

Curriculum Improvement

All curriculum development at Harmony Magnet Academy revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research. The construction and implementation of the curriculum is an ongoing process.

Linked Learning curriculum is at the heart of the new common core standards being implemented within the next three years. Connect Ed, National Academy Foundation and Project Lead the Way all support the development of curriculum at Harmony Magnet Academy, emphasizing small learning communities with hands on integrated projects and authentic assessment.

Data Sources

Data within the SARC was provided by Porterville Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. 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.

School Facilities

Harmony Magnet Academy was originally constructed in 2008 and is currently comprised of 23 classrooms, a multipurpose room/cafeateria, library, staff lounge, and four computer labs. The chart displays the results of the most recent school facilities inspection, provided by the district in October 2012.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 08/28/2012 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | X | | Bldg. 200 South Restroom Boys- Light fixture out. Bldg. 100 Lower North Restroom Boys- Light fixture out. Room 103- Light fixture out. Room 104- Data and power cords trip hazard. Room 205- 2 light fixture out. Room 219- Light fixture out. |
| Restrooms/Fountains | X | | | Cafeteria- Girls restroom hand dryer not working. Bldg. 200 South Restroom Boys- Outside handicap fountain needs adjustment. Bldg. 200 North Restroom Girls- Outside handicap fountain needs adjustment. |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. *At the time of publication, 100% of the school's restrooms were in working order.*

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems. In 2012-13, the district did not allocate additional funds towards the deferred maintenance budget as allowed per statute revisions made by the state legislature at the beginning of the 2009-10 fiscal year. There are not any deferred maintenance projects scheduled for the school during the 2012-13 year.

Safe School Plan

The safety of students and staff is a primary concern of Harmony Magnet Academy. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

The School Site Safety Plan was most recently revised in fall 2012. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and secure campus drills are conducted once each year.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$67,130 |
| District | \$69,017 |
| Percentage of Variation | -2.74% |
| School & State | |
| All Unified School Districts | \$68,488 |
| Percentage of Variation | -1.99% |

Average Salary Information

Teachers - Principal - Superintendent 2010-11

| | District | State |
|------------------------------|-----------|-----------|
| Beginning Teachers | \$42,106 | \$40,932 |
| Mid-Range Teachers | \$63,598 | \$65,424 |
| Highest Teachers | \$82,129 | \$84,596 |
| Elementary School Principals | \$111,017 | \$106,806 |
| Middle School Principals | \$111,712 | \$111,776 |
| High School Principals | \$129,258 | \$120,858 |
| Superintendent | \$154,987 | \$204,089 |

Salaries as a Percentage of Total Budget

| | | |
|-------------------------|-------|-------|
| Teacher Salaries | 38.9% | 39.4% |
| Administrative Salaries | 3.8% | 5.0% |

District Expenditures (Fiscal Year 2010-11)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$1,399 |
| From Supplemental/Restricted Sources | \$187 |
| From Basic/Unrestricted Sources | \$1,212 |
| District | |
| From Basic/Unrestricted Sources | \$313 |
| Percentage of Variation between School & District | |
| State | |
| From Basic/Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -77.78% |

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review (PAR)
- Economic Impact Aid (EIA)
- School Improvement Program (SIP)
- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV, Safe & Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs
- Tobacco Use Prevention Education (TUPE)