Harmony Magnet Academy

19429 Road 228 • Strathmore, CA 93267 • 559.568.0347 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Porterville Unified School District
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559.793.2455
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District Governing Board

Pete Lara Jr.

Lilllian Durbin

David Depoali

Sharon Gill

Pat Contreras

Haley Buettner

Felipe Martinez

District Administration

John Snavely Ed.D
Superintendent

Ken Gibbs Ed.D
Assistant Superintendent- Fiscial Services

Nate Nelson Ed.D
Assistant Superintendent-Human Resources

Martha Stuemky Ed.D
Assistant Superintendent-Instructional Services

School Description
Principal's Message

It is my pleasure to welcome you to the 2015-2016 school year. During this summer break, your faculty and staff are preparing diligently for the new challenges with the implementation of Integrated Mathematics I and II, new Science, Social Science and English standards as part of the Common Core curriculum. The faculty continues to develop engaging and meaningful projects and performance tasks. In 2015, Our Academy of Performing Arts went through a process designed to enhance student achievement in their choice of a performing arts strand and eventual 12th grade capstone project development; in preparation of the National Academy Foundation certification process for 2015-16. Once again, we have been acknowledged by the National Academy Foundation, California Department of Education and Connect Ed as a "Distinguished Academy." I know we will rise to the same level of accomplishment this coming school year. The incoming 9th grade class of over 160 students will begin their journey at Harmony with the expectation of continued academic excellence "college and career ready." We are also excited that our students will benefit from a well-rounded experience, which includes a strong activities program. Whether it is clubs, ASB, link crew, or sports at Strathmore High School, we are confident students will find many opportunities to connect to HMA. You may now also access the free (download) Harmony Magnet Academy app. You can find it at the Apple store or through Google for Android.

Your faculty and staff at Harmony Magnet Academy are dedicated educators committed to your student's success. They continue to attend rigorous staff development workshops, which are designed to increase their technical skills and teaching abilities. The Link-Learning model of instruction includes the implementation of integrated projects and a systematic hands-on approach connecting students to the curriculum in a meaningful way. This also is the method that will allow us to implement Common Core curriculum at a much higher level. History has confirmed that HMA is maintaining fidelity to the model by producing college and career qualified students year in and year out. The breakdown of the 2015 graduating class of 104 students is as follows: 48 students indicated they will be enrolling in a four year college or university; 52 students indicated they will be attending a two year college; 4 students will be receiving their education through the military. This graduating class received nearly 1 million dollars in scholarship funding.

Harmony Magnet Academy's success is a result of our campus community working together with parents, advisory boards, and business partners ensuring our students have every opportunity to succeed. We must take the time to celebrate our accomplishments but we must also understand that it is through hard work and continued commitment that we will achieve consistent success. Additionally, I would also encourage you to become involved by joining the parent Harmony Magnet Academy Foundation in hosting the third annual dinner dance fundraiser October 10, 2015. This up-coming event will kick off our efforts providing funds to enhance student academic programs.   Your participation is critical to our on-going efforts sustaining and expanding educational opportunities for your student. Parents may also enroll in the Parent Institute for Quality Education (PIQE) program this fall gaining a deeper understanding regarding student options for college and career.

We are pleased to have two new faculty members this year: Roberto Ramos (Spanish/English) and Tova Diaz (Biology). Please feel free to contact any member of the staff if you have any questions or concerns. For general information go to http://www.portervilleschools.org. The HMA website may also be accessed from there.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 559.568.0347 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	152
Grade 10	129
Grade 11	97
Grade 12	106
Total Enrollment	484

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.2
American Indian or Alaska Native	0.8
Asian	1.7
Filipino	2.7
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.6
White	30.8
Two or More Races	0.4
Socioeconomically Disadvantaged	58.7
English Learners	2.5
Students with Disabilities	0.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Harmony Magnet Academy	**13-14**	**14-15**	**15-16**
With Full Credential	20	19	25
Without Full Credential	0	4	0
Teaching Outside Subject Area of Competence	1	1	0
Porterville Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Harmony Magnet Academy	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	95.5	4.5
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	0.0	0.0

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 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 below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year. Only one resource was adopted after 2012. Pearson Math purchased 2014.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 Glencoe/McGraw Hill Adopted 2000 McDougal Littell Adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	CPM Educational Adopted 1999 Brooks/Cole Adopted 2001 Addison-Wesley Adopted 2003 McDougal Littell Adopted 2006 Pearson adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Thomson Learning Adopted 2002 Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Glencoe Adopted 1999 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 McDougal Littell Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Holt 2008-Spanish McDougal Littell 2007-French **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Health and Wellness - Everyday Leaning 1998 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	Adobe Flash / Illustrator-2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Harmony Magnet Academy was originally constructed in 2008 and is currently comprised of 23 classrooms, a multipurpose room/cafeteria, library, staff lounge, and four computer labs. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015.

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, 95% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/17/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		LIGHT FIXTURE OUT, COMPLETE CEILING REPAIR, HAND BLOWER WILL NOT SHUT OFF, MISSING OUTLET COVER, LIGHT FIXTURE OUT, GIRLS RESTROOM HAND DRYER NOT WORKING, LIGHT OUT, 10 LIGHT FIXTURES OUT, LIGHT FIXTURE NEEDS REPAIR,
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		GIRLS RESTROOM HAND DRYER NOT WORKING, BROKEN TOILET SEAT, OUTSIDE HANDICAP FOUNTAIN NEEDS ADJUSTMENT/ LIGHT FIXTURE OUT / MISSING TOILET SEAT AND DOOR HANDLE, COMPLETE CEILING REPAIR, HAND BLOWER WILL NOT SHUT OFF, OUTSIDE HANDICAP FOUNTAIN NEEDS ADJUSTMENT / MISSING OUTLET COVER, BROKEN TOILET SEAT
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	84	29	44
Math	57	19	33

* Percentages are not calculated 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.

CAASPP 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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	81	83	71	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	33.30	16.70	

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	71
Male	77
Female	67
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	65

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	81
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	63
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	94	94	100.0	2	14	40	44
Male	11	94	43	45.7	5	21	40	35
Female	11	94	51	54.3	0	8	41	51
American Indian or Alaska Native	11	94	1	1.1	--	--	--	--
Asian	11	94	2	2.1	--	--	--	--
Filipino	11	94	2	2.1	--	--	--	--
Hispanic or Latino	11	94	57	60.6	4	18	47	32
White	11	94	31	33.0	0	10	23	68
Socioeconomically Disadvantaged	11	94	57	60.6	4	14	47	35
Students with Disabilities	11	94	1	1.1	--	--	--	--
Students Receiving Migrant Education Services	11	94	5	5.3	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	94	94	100.0	9	34	40	17
Male	11	94	43	45.7	9	30	44	16
Female	11	94	51	54.3	8	37	37	18
American Indian or Alaska Native	11	94	1	1.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	11	94	2	2.1	--	--	--	--
Filipino	11	94	2	2.1	--	--	--	--
Hispanic or Latino	11	94	57	60.6	11	40	39	11
White	11	94	31	33.0	6	26	42	26
Socioeconomically Disadvantaged	11	94	57	60.6	11	37	42	11
Students with Disabilities	11	94	1	1.1	--	--	--	--
Students Receiving Migrant Education Services	11	94	5	5.3	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The HMA Parent Foundation (harmonymagnetacademyfoundation.com/) and the Booster Club play 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 and other electronic distractions
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 Parent Organization and WASC Focus Group meetings.

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.portervilleschools. org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Parents may also enroll in the Parent Institute for Quality Education (PIQE) program this fall gaining a deeper understanding regarding student options for college and career.
September 7, 2015.

These workshops are offered at no cost to parents or guardians. The program will begin on Tuesday, September 15, 2015 with a planning session. Additional sessions will be as follows:

Class #1 September 22nd
Class #2 September 29th
Class #3 October 6th
Class #4 October 13th
Class #5 October 20th
Class #6 October 27th
Class # 7   November 3rd - Principals Dialog
Class #8   November 10th - Graduation Ceremony

Dear Parents and Guardians:

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety 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 / volunteers must sign in at the principal's office and receive proper authorization to be on campus. Visitors / volunteers are asked by the staff to display their pass at all times. All volunteers are fingerprinted and cleared through the Department of Justice.

The School Site Safety Plan was most recently revised in Spring 2013. 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.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.94	2.26	1.11
Expulsions Rate	0.16	0.00	0.55
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	15	17	16	26	21	22	8	8	8			
Math	21	23	20	17	11	14	6	12	10	1		
Science	24	27	23	7	2	7	11	12	13		2	
SS	28	26	27	2	3	2	7	7	7	2	1	2

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	500

* 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.

Professional Development provided for Teachers

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

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.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Recently this year 2014-15, Porterville Unified School District is involved in an extensive professional development program utilizing minimum days once a month to work with teachers on common core strategies. Teachers also have participated in career pathway meetings emphasizing the development of performance tasks and rubrics for common assessment. School administration is also currently implementing a cohesive classroom walk-thru program designed to give positive feedback to teachers improving instructional practices which promote student learning at a deeper level.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and have access to many professional development opportunities through various resources through the county office of education.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,580	$43,062
Mid-Range Teacher Salary	$65,824	$67,927
Highest Teacher Salary	$85,004	$87,811
Average Principal Salary (ES)	$143,127	$110,136
Average Principal Salary (MS)	$134,920	$115,946
Average Principal Salary (HS)	$142,109	$124,865
Superintendent Salary	$192,148	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

Types of Services Funded

Harmony Magnet receives Charter funding.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,815	$520	$7,295	$74,502
District	♦	♦	$6,336	$71,239
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			15.1	5.9
Percent Difference: School Site/ State			55.5	7.4

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	20	56	34	11
All Students at the School	29	25	46	19	46	35
Male	29	29	42	14	46	41
Female	30	21	49	24	46	30
Hispanic or Latino	43	23	34	26	48	26
White	11	29	60	11	42	47
Socioeconomically Disadvantaged	46	21	33	25	47	28

* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Harmony Magnet Academy	2012-13	2013-14	2014-15
English-Language Arts	76	79	71
Mathematics	82	88	81
Porterville Unified School District	2012-13	2013-14	2014-15
English-Language Arts	43	42	41
Mathematics	49	49	44
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Harmony Magnet Academy	2011-12	2012-13	2013-14
Dropout Rate	5.30	1.00	1.60
Graduation Rate	93.81	98.10	98.44
Porterville Unified School District	2011-12	2012-13	2013-14
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	512
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	94%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	97.67	87.9	84.6
Black or African American		40	76
American Indian or Alaska Native		72.41	78.07
Asian	100	95	92.62
Filipino	100	95.24	96.49
Hispanic or Latino	97.22	86.74	81.28
Native Hawaiian/Pacific Islander	100	60	83.58
White	97.37	92.28	89.93
Two or More Races	100	92.86	82.8
Socioeconomically Disadvantaged		88.71	61.28
English Learners	100	57.58	50.76
Students with Disabilities	96.92	85.12	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.09
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	86.51

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	4	♦
Social Science	2	♦
All courses	10	.9

* Where there are student course enrollments.

Career Technical Education Programs

In the 9th and 10th grade year's students are scheduled in a cohort for math, science, social science, English and engineering courses. This allows for the integration of the academic and technical core subjects. As part of the Linked Learning system, teachers are provided common planning time. The opportunity for faculty to meet as a pathway produces rigorous integrated projects. Teachers at the beginning of the school year calendar their projects and map out lessons to support integration of projects and student centered instruction. Student summative assessment in CTE is conducted at the end of the year through end - of - course exams from Project Lead the Way and National Academy Foundation.

Harmony students participate in a four year college and career work- based learning experience: The work- based learning continuum is implemented through the core curriculum. English teachers assist in resume design, personal statements, and mock interviewing in conjunction with a business partner or advisory board member. 9th grade students participate in college and career exploration. Recently HMA has acquired the college and career software Naviance, which will allow us to conduct those surveys more effectively when fully implemented. 10th grade students participate in the PUSD mentor conference where business partners and advisory board members come together in a conference format to instruct students in 21st Century employment skills. Students also produce a resume for the conference. As juniors, students produce a personal statement and narrow college options. They also participate in mock interviews and apply for internships throughout the year. The majority of juniors participate in an internship in the summer prior to the senior year. It is a collaborative effort between CTE teachers; work based learning coordinator, guidance tech, and our community partners to provide student internships. The goal for internships is that 100% of students participate.

The advisory boards for Academy of Engineering and the Academy of Performing Arts meets monthly and has high attendance record. The membership consists of local business partners, mentors, parents, Porterville Unified School District (PUSD) and Harmony Magnet Academy (HMA) personnel. The advisory board functions independently from the school and serves in a supporting role. The advisory board provides an opportunity for business and education to share ideas and create an educational environment designed to prepare students for college and career. It is structured as committees designed for sustainability and shared leadership. This model for advisory board development includes: Marketing/Recruitment, Work-based Learning, Data, and Curriculum and Instruction.   This structure inherently produces an increased level of collaboration helping students meet the demands of a dynamic 21st century job market.

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., 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.