

**NMC Independent Study 2007-08
School Accountability Report Card**

Reported for School Year 2007-08

Published During 2008-09

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The North Monterey County Center for Independent Study is a voluntary alternative to traditional and continuation schools. The school supports families home-schooling K-8 children and high school students in Independent Study. All students meet regularly with a credentialed teacher for academic instruction and assessment, and curricular goal-setting. Students complete standards-based curriculum weekly and participate in the STAR Test annually. Sites are located in North Monterey County and Pacific Grove.

In the elementary and middle school grades, the child's parent(s) work(s) closely with the teacher in creating a rigorous, creative learning program for the child using standards-aligned curriculum in language arts, social studies, math, science, art and physical education. The children spend Wednesdays together participating in additional enrichment activities. This year's thematic focus is world cultures, supported with hands-on art activities, special attention given to the writing process, and a field trip/guided tour through a Japanese Garden and tea ceremony in the spring.

High school students work toward educational objectives and pursue areas of special interest. Instruction is individualized to foster academic and personal growth. Many Independent Study students take advantage of the opportunity to work at an accelerated pace. Students typically earn two credits per week, for an 18-credit quarter, 36-credit semester, and 72-credit academic year, compared with 60 credits at the traditional high school. Courses are aligned with California state academic standards. Required and elective credits are transferable to traditional high schools and fulfill college admission requirements. One third of Independent Study students concurrently enroll at a community college and/or in an ROP course. The high school program is fully accredited by the Western Association of Schools and Colleges.

The mission of The North Monterey County Center for Independent Study is for students, staff, parents and community to form an educational partnership dedicated to fostering students academic and personal growth. It is expected that students of The North Monterey County Center for Independent Study will master and exceed state grade-level academic standards and graduation requirements, communicate eloquently and efficiently in multiple formats, increase their ability to navigate technology independently and meaningfully, celebrate their unique gifts, creative abilities and valuable contributions, incorporate lifelong, independent and rigorous academic, professional and personal goals, and share an awareness of various global viewpoints, belief systems and cultures. Through the Independent Study experience, it is intended that students will develop greater self-esteem, individual responsibility, knowledge and skills based on academic and life experiences and an increased awareness of their actual and potential contributions to their community.

Opportunities for Parental Involvement (School Year 2007-08)

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This section provides information about opportunities for parents to become involved with school activities.

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It is exceptionally helpful for students when parents support rigorous academic goals, assist the students in scheduling the academic day and week, provide a comprehensive study environment at home and are available to assist with and assess student work. It is additionally helpful when parents orchestrate enrichment experiences in the community which support learning in core and elective academic areas.

In the elementary and middle school grades it is required that a full-time parent assist with the daily academic goals/requirements of the children being home-schooled. Parents may also assist in the Wednesday class facilitating enrichment activities, may assist the teacher in scheduling and facilitating field trips, and may help their children to understand the importance of doing their personal best on all required standardized testing.

In the high school grades, it is required that parents assure transportation to students' weekly academic appointments. Parents may also attend student appointments, maintain contact with the teacher via phone or email, actively promote dialogue/discourse with students about their curriculum, join in watching and discussing all DVDs sent home for student viewing, read and discuss novels along with their student, encourage enrichment excursions into the community and help their adolescents to understand the importance of doing their personal best on all required standardized testing.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	0
Grade 3	1
Grade 4	2
Grade 5	0
Grade 6	3
Grade 7	3
Grade 8	4
Grade 9	9
Grade 10	14
Grade 11	36
Grade 12	82
Total Enrollment	157

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.46 %	White (not Hispanic)	67.52 %
American Indian or Alaska Native	1.27 %	Multiple or No Response	
Asian	2.55 %	Socioeconomically Disadvantaged	6.00 %
Filipino	0.64 %	English Learners	1.00 %
Hispanic or Latino	21.66 %	Students with Disabilities	1.00 %
Pacific Islander	1.91 %	N/A	N/A

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Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics	23.0		1									
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The North Monterey County Center for Independent Study has safe and hygienic facilities. An emergency evacuation plan is in place. Non-medicinal first aid kits are available, and fire/earthquake/intruder drills are practiced regularly.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	0	25	10	408	576	576
Rate of Suspensions	0	0.15	0.06	0.08	0.11	0.11
Number of Expulsions	0	0	0	11	11	11
Rate of Expulsions	0	0	0	0.002	0.002	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The North Monterey County Center for Independent Study school facilities are in good condition, but one of the portable buildings in Pacific Grove has an exterior wall that is need of repair.

School Facility Good Repair Status. (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓	—	—	
Mechanical Systems	✓	—	—	
Windows/Doors/Gates (interior and exterior)	✓	—	—	
Interior Surfaces(walls, floors and ceilings)	✓	—	—	
Hazardous Materials (interior and exterior)	✓	—	—	
Structural Damage	—	—	✓	
Fire Safety	✓	—	—	
Electrical (interior and exterior)	✓	—	—	
Pest/Vermin Infestation	✓	—	—	
Drinking Fountains (inside and outside)	✓	—	—	
Restrooms	✓	—	—	
Sewer	✓	—	—	
Playground/School Grounds	✓	—	—	
Roofs	—	—	✓	
Overall Cleanliness	✓	—	—	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	—	✓	—	—

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	9	7	6	220
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	93.5	6.5
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-6: Open Court English language arts instruction textbooks are published by McGraw-Hill. 7-8: High Point published by Hampton-Brown, Literature published by McDougal Littell, and Bridges published by McDougal Littell	0
Mathematics	K-6: Mathematics textbooks are published by Houghton-Mifflin. 7-8 Holt: California Mathematics Course 2: Pre-Algebra and McDougal Littell: Math (Algebra 1)	0

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	K-8: Science textbooks are published by McGraw-Hill. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
History-Social Science	K-6: Reflections social science textbooks are published by Harcourt. 7-8 Teachers' Curriculum Institute: Medieval World and Beyond and World History 9-12: Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Foreign Language	K-8: No foreign language is taught. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Health	K-8: There is no district-adopted health curriculum. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Science Laboratory Equipment (grades 9-12)	K-8: n/a Sufficient lab materials are available for all science labs 9-12.	0
Visual and Performing Arts	K-8: There is no district-adopted visual and performing arts curriculum. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,981	\$2,146.00	\$5,835	\$58,984
District	N/A	N/A	\$5,247	\$0
Percent Difference – School Site and District	N/A	N/A	-11 %	0 %
State	N/A	N/A	\$5,300	\$59,271
Percent Difference – School Site and State	N/A	N/A	-10 %	0 %

Types of Services Funded (fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

All Independent Study students have access to a site counselor through the State Counseling Grant. Any special education students have access to special education services. These include; instructors, psychologists, and speech therapists. All students have access to Health services and screenings.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,026	\$37,916
Mid-Range Teacher Salary	\$49,733	\$58,151
Highest Teacher Salary	\$81,848	\$75,396
Average Principal Salary (Elementary)	\$91,628	\$91,086
Average Principal Salary (Middle)	\$91,628	\$95,220
Average Principal Salary (High)	\$109,304	\$101,661
Superintendent Salary	\$147,000	\$136,091
Percent of Budget for Teacher Salaries	36.7 %	38.5 %
Percent of Budget for Administrative Salaries	5.8 %	5.8 %

IX. Student Performance

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California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	39	43	58	32	32	32	42	43	46
Mathematics	20	16	16	26	28	25	40	40	43
Science	19	34	52	24	28	32	35	38	46
History-Social Science	21	19	42	24	21	25	33	33	36

CST Results by Student Group - Most Recent Year

This 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
Asian	*			*
Filipino	*			*
Hispanic or Latino	28	*	*	33
Pacific Islander	*		*	*
White (not Hispanic)	66	23	69	46
Male	48	17	*	55
Female	66	14	44	36
Economically Disadvantaged	*	*	*	
English Learners	*			*
Students with Disabilities	*	*		
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels

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(not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English-Language Arts									
Mathematics									

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	18.2	63.6	18.2	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	5	4
Similar Schools	N/A	8	N/A

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	39	-15	69	749
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	69	-26		
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

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

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 University of California Web site 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. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses 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 site at <http://www.calstate.edu/admission/>.

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Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	5	1	3	2	2	3	3	4	4
Graduation Rate	91	99	95	91	93	90	85	83	80

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students		88 %	N/A
African American		100 %	N/A
American Indian or Alaska Native		0 %	N/A
Asian		100 %	N/A
Filipino		83 %	N/A
Hispanic or Latino		85 %	N/A
Pacific Islander		100 %	N/A
White (Not Hispanic)		89 %	N/A
Socioeconomically Disadvantaged		100 %	N/A
English Learners		85 %	N/A
Students with Disabilities		3 %	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

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

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

XII. Instructional Planning and Scheduling

Professional Development

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

The NMCCIS staff will attend the Yearly California Consortium for Independent Study in Monterey in the spring.