

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Lexington Jr. High	District Name	Anaheim Union High
Street	4351 Orange Ave.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 90630-2799	Web Site	Auhsd.k12.ca.us
Phone Number	714-220-4201	Superintendent	Joseph M. Farley, Ed.D.
Principal	Jodie Wales	E-mail Address	Farley_j@auhsd.k12.ca.us
E-mail Address	Wales_j@auhsd.k12.ca.us	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

At Lexington Junior High School we focus on continuous improvement with the intent to help students achieve academically and socially. Teachers set professional goals annually and frequently re-examine their effectiveness. We believe that to be successful educators we must create a high interest level in learning and maintain cross-curricular collaboration with enthusiasm for our own subject areas. Lexington's teachers are dedicated to utilizing a variety of instructional strategies so all students are actively engaged and successful.

Opportunities for Parental Involvement

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

Lexington Junior High School is a highly active campus with a wide variety of programs and extra-curricular activities developed for the diverse student body. These activities are successful because of the genuine support and volunteer spirit of our parents and community. Over 150 parents sign up annually to assist in the following areas: Book Fair, dances, Fit-a-thon fundraiser, library assistance, classroom assistance, and reward/incentive programs. Additionally, parents are encouraged to join a very active PTSA, or seek a position on the School Site Council, SMART Committee, or ELAC Committee.

Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	584
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	552	Total Enrollment	1136

Student Enrollment by Group

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	4.2	White (not Hispanic)	48.9
American Indian or Alaska Native	0.5	Multiple or No Response	0.0
Asian	25.7	Socioeconomically Disadvantaged	13.3
Filipino	3.1	English Learners	9.0
Hispanic or Latino	16.8	Students with Disabilities	10.0
Pacific Islander	0.8	---	---

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	2003-04				2004-05				2005-06			
	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	29.2	4	22	8	29.6	4	18	8	27.5	6	32	10
Mathematics	30.2	6	21	16	30.5	2	24	15	31.5	2	16	20
Science	29.9		34	8	31.3		22	12	29.9		33	8
Social Science	31.1	1	22	16	30.0		20	8	30.7		20	11

II. School Climate

School Safety Plan

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

School Safety Plans are reviewed on an annual basis. Input is gathered from staff, community resource groups, and the School Site Council in order to determine any needed changes. The Lexington Junior High School plan was updated at a district workshop in January, 2005. It was discussed with staff during September/October, 2005.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The students at Lexington have the opportunity to participate in a variety of programs: Chemical Use Prevention Program (CUPP), Conflict Management-Bridges, GATE, Safe and Drug Free Schools, SIP, School Management and Resource Team (SMART), Tobacco Use Prevention Education (TUPE), Character Education and Red Ribbon Week.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	14%	18%	0.14%	12%	15%	0.17%
Expulsions	1.0%	.2%	0.010%	.6%	.6%	0.007%

III. School Facilities

School Facility Conditions and Improvements

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

The Lexington Junior High School campus opened in 1972. The 20.3 acre site includes 41 regular classrooms. There are 9 labs which are designed for specific programs (Science and Computers labs) The site also includes a media center, a cafeteria, a gym and a variety of sports fields. The Lexington facilities have been undergoing an extensive modernization and construction program. The estimated budget is \$19.3 million and estimated completion date is September, 2007. All campus buildings were modernized. New science classrooms and staff parking were added.

Maintenance and repair: Site and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and rest rooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

School Facility Good Repair Status

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

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[]	Water damage to the electrical room and rooms 46&47. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	
Structural Damage	[X]	
Fire Safety	[]	Missing fire extinguishers in the library. Work order issued.
Electrical (interior and exterior)	[X]	
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[]	Low pressure to drinking fountains in the GYM. Work order issued.
Restrooms	[X]	
Sewer	[X]	
Playground/School Grounds	[X]	
Other	[]	

IV. 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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	46	41	44	1271
Without Full Credential	2	1	1	53
Teaching Outside Subject Area of Competence	1	1	0	0

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---		0
Total Teacher Misassignments	---		1
Vacant Teacher Positions	---		0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	78.3	21.7
All Schools in District	85.0	15.0
High-Poverty Schools in District	84.0	16.0
Low-Poverty Schools in District	84.0	16.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Human Resources Department in the AUHSD uses thorough screening/hiring practices to maintain a qualified pool of substitute teachers. When a teacher is absent, substitutes use prepared lessons to ensure ongoing instruction for students. Teacher requests for preferred substitutes are honored whenever possible. Teachers are expected to leave detailed lesson plans for substituting teachers, and substitutes are required to leave information regarding the day and the progress made on the lesson plan.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated on a regular basis in accordance with the California Education Code and pursuant to the contract between the District and the Anaheim Secondary Teachers Association. Tenured teachers are evaluated once every two years. Temporary and probationary teachers are evaluated once each year.

V. Support Staff

Academic Counselors and Other Support Staff

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	2.0	568.0
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)		--
Psychologist		--
Social Worker		--
Nurse		--
Speech/Language/Hearing Specialist		--
Resource Specialist (non-teaching)		--
Other		--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2003-04. There is one textbook available per student	0
Mathematics	Mathematics textbooks were adopted in 2002-03. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	0
Science	Science textbooks were adopted in 2001-02. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student	0
Health	Health textbooks were adopted in 2003-04. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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	\$7425	\$2569	\$4856	\$67,906
District	---	---	\$4763	\$67,329
Percent Difference – School Site and District	---	---	+2.0%	+0.9%
State	---	---	\$4,743	\$60,037
Percent Difference – School Site and State	---	---	+2.4%	+13.1%

Types of Services Funded

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

English Learner, Special Education, GATE and Staff Development programs are supported through categorical funds. Perkins Funds and grants are also sources of support for curricular programs.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,986	\$37,671
Mid-Range Teacher Salary	\$74,580	\$63,121
Highest Teacher Salary	\$85,668	\$78,630
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$109,312	\$101,801
Average Principal Salary (High)	\$117,392	\$111,909
Superintendent Salary	\$180,350	\$163,061
Percent of Budget for Teacher Salaries	40.5	37.8
Percent of Budget for Administrative Salaries	4.2	5.2

VIII. Student Performance

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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	55	59	61	32	38	39	36	40	42
Mathematics	59	63	69	29	34	36	34	38	40
Science			63	36	41	39	25	27	35
History-Social Science	54	57	61	29	34	36	29	32	33

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	53	56	58	58
American Indian or Alaska Native	*	*	*	*
Asian	72	90	74	70
Filipino	70	79	73	59
Hispanic or Latino	49	51	45	51
Pacific Islander	*	*	*	*
White (not Hispanic)	59	64	62	60
Male	56	70	65	64
Female	66	67	60	58
Economically Disadvantaged	47	53	55	53
English Learners	30	71	53	27
Students with Disabilities	19	24	31	25
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	66	69	69	43	41	41	43	41	42
Mathematics	75	78	77	49	48	48	51	52	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	64	57
American Indian or Alaska Native	*	*
Asian	73	90
Filipino	73	91
Hispanic or Latino	63	70
Pacific Islander	*	*
White (not Hispanic)	69	74
Male	68	80
Female	69	73
Economically Disadvantaged	55	65
English Learners	35	70
Students with Disabilities	27	27
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	57.4

IX. 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide	8	9	9
Similar Schools	2	8	4

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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	21	21	12	831
African American				
American Indian or Alaska Native				
Asian	9	29	10	902
Filipino				
Hispanic or Latino	23	-2	27	778
Pacific Islander				
White (not Hispanic)	27	18	6	811
Socioeconomically Disadvantaged	26	5	35	771
English Learners	--	--		
Students with Disabilities	--	--	13	615

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Lexington Junior High School does not participate in any state award or intervention programs.

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 CDE Web site 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	---	5
Percent of Schools Currently in Program Improvement	---	23.8

X. School Completion and Postsecondary Preparation

Not Applicable.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All students are placed in the best possible learning situation within the resources of the district. To accomplish this, instruction at each grade level is based on the Board adopted grade level standards. These district content and performance standards reflect the state guidelines in each content area. Instruction is also adapted to accommodate the varying interests and growth patterns of individual students and includes strategies for addressing academic deficiencies when needed. Students should be placed where a reasonable prognosis of success can be expected. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards and benchmarks of expected student learning achievement. It is the role of the site administrator to monitor instruction and student academic achievement. At Lexington Junior High School, the current administrative team of one principal and two assistant principals work very hard at this responsibility. This team is evaluated annually by district administrative staff.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Beginning Teacher Support and Assessment (BTSA) programs, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All staff members are considered highly qualified under NCLB.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
7	61,980	54,000
8	61,980	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Lexington Junior High School staff members have scheduled six minimum days and six late start days for this school year. Minimum days include 240 minute of instruction. Late start days are 290 minutes long. The regular school day is 350 in length.