

On-site Review Committee Report

Heights Christian Junior High School
12900 Bluefield Avenue, La Mirada, California 90638

Last visit: February 27-March 1, 2006

On-site Review: April 7, 2009

Visiting Committee Chair

Fiona Spring, Dean of Education, Laurel Springs School

Visiting Committee Member

Jennifer Griffin, College and Academic Advisor, Laurel Springs School

Introduction

Heights Christian Junior High School has a current enrollment of 240 seventh and eighth grade students. HCJH began its ministry in 1999 and is part of Family Resource Ministries, Inc. HCJH is registered with the California Department of Education, a member of the Association of Christian Schools International and received accreditation from the Western Association of Schools and Colleges in 2006 with a six year term.

Heights Christian Junior High School opens enrollment to all families but does give preference to students enrolled in FRM schools in 6th grade (La Mirada Heights Christian School and Brea-Olinda Friends Christian School). HCJH reviews the students' elementary report cards and standardized testing scores to determine suitability for acceptance at HCJH but does not require entrance exams.

HCJH seeks to provide a distinctive Christian environment in and out of the classroom. Our location and tuition structure provides accessibility to families of various social and economic backgrounds.

Heights Christian Junior High School is located in the City of La Mirada, a distinctive city in the heart of Southern California, located 20 miles southeast of downtown Los Angeles. La Mirada has a population of over 51,000 and covers 7.78 square miles. Located in east Los Angeles County adjacent to the Orange County line, La Mirada affords easy access to interstate freeways, commercial and commuter rail facilities, and all major Southern California airports. La Mirada is known for its blend of residential, commercial and industrial, educational and cultural environments, which provide an outstanding quality of living and a strong economy for residents and businesses.

Housing in the region consists primarily of single-family dwellings, but each community has several apartment developments, senior housing complexes, etc. (*Homes owned, 82% up from 70% in 2005; Homes rented, at 18% down from 29% in 2005; and Homes vacant, 1%.*) Very close to our school is the highly regarded Christian university, Biola University, which, along with being one of the largest employers in the area, also influences the intellectual, cultural, recreational and spiritual climate of the community.

Family Resource Ministries, Inc. is a California 501.c. (3) non-profit religious corporation that owns and operates Heights Christian Junior High School. Presently, Family Resource Ministries (*founded in 1981*) has three elementary campuses, six preschool campuses, and one Junior High campus. FRM currently serves over 2000 children and their families.

Family Resource Ministries' mission is "*to bring children and their families, through the learning process into a relationship with the person of Jesus Christ.*" The Board of Directors of Family Resource Ministries has developed a vision of serving the community by offering private education that is affordable to as much of the populace as possible. Family Resource Ministries' schools are known for the quality of student life,

the strength of their academic programs, a wide variety of extra-curricular activities and tremendous support from parents and families. It is the mission of Family Resource Ministry's K-8 schools to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ.

COMMUNITY PROFILE

Population Breakdowns

Currently, the student body at Heights Christian Junior High School is drawn from seventeen local cities. However, eighty-seven percent of the students live in three cities:

La Mirada	36%
Whittier	33%
La Habra	18%

The contributing communities are substantially similar with some variations in income and ethnicity. Demographics for the five-mile radius around La Mirada are as follows:

Average Household Income	\$75,849 (2007);	\$71,123 (2005)
Median Household Income:	\$61,643 (2007);	\$57,623 (2005).

The ethnic breakdown is:

White	43%
Hispanic	36%
Asian	19%
African-American	2%

There are variations in the ethnic make-up between the three major contributing cities. La Mirada, for example, has a higher Asian population (17.5%); Whittier has a higher Hispanic portion (61%). The local communities vary slightly, but the projected growth for the City of La Mirada for the period 2007-2012 is 6.7%.

Recent Changes in the Community Profile: *In the last 3 years, the local population of Hispanics has increased 4%, Asian population has increased 7% and the white population has decreased 13%.*

Economics

The local area has a robust economy with a wide variety of services and businesses including light industry, warehousing, distribution, retail, and medical services. In addition, there are two local colleges that employ a large number of people. The area is not currently influenced by any specific political or economic factors.

Recent Changes: *With the recent downturn in the national and local economy, Heights Christian Junior High has experienced a slight decrease in enrollment for the 2008/09 school year.*

STUDENT – HOME PROFILE

STUDENT GENDER

	2006-2007	2007-2008	2008-2009
Female	155/55%	131/50%	110/45%
Male	129/45%	131/50%	133/55%
Total	284	262	243

STUDENT ETHNICITY

	2006-2007	2007-2008	2008-2009
Asian	17/6.0%	12/4.6%	15/6.1%
White (non-Hispanic)	163/57.4%	150/57.3%	135/55.1%
Hispanic or Latino	64/22.5%	57/21.8%	57/23.3%
American Indian or Alaska Native	4/1.4%	2/0.8%	2/0.8%
Black or African American	1/0.4%	2/0.8%	3/1.2%
Native Hawaiian or Pacific Islander	2/0.7%	0/0.0%	1/0.4%
More than 1 response	17/6.0%	30/11.5%	22/9%
Declined to report	16/5.6%	9/3.4%	10/4%

PARENTS' ANNUAL HOUSEHOLD INCOME

	2006-2007	2007-2008	2008-2009
Under \$50,000	19/6.7%	13/5.0%	28/11.5%
\$50,000 - \$250,000	202/71.1%	203/78.1%	169/69.5%
Over \$250,000	26/9.2%	15/5.8%	13/5.3%
Declined to report	37/13.0%	29/11.2%	33/13.6%

PARENTS' HIGHEST LEVEL OF EDUCATION

FATHER	2006-2007	2007-2008	2008-2009
Some high school	2/0.8%	2/0.9%	2/0.9%
High school graduate	32/12.0%	32/13.6%	25/11.8%
Some college	90/33.8%	76/32.3%	70/32.4%
College graduate	83/31.2%	71/30.2%	78/36.1%
Advanced degree	59/22.2%	54/23.0%	41/19%
MOTHER	2006-2007	2007-2008	2008-2009
Some high school	1/0.4%	2/0.8%	1/0.4%
High school graduate	25/9.3%	20/8.0%	23/10%
Some college	91/33.7%	88/35.2%	88/37.9%
College graduate	118/43.7%	106/42.4%	81/34.9%
Advanced degree	35/13.0%	34/13.6%	39/16.8%
COMBINED	2006-2007	2007-2008	2008-2009
Min one parent is a college graduate	194/71.9%	172/66.2%	186/76.5%

INCOMING SEVENTH GRADE STUDENTS' PREVIOUS SCHOOL

	2006-2007	2007-2008	2008-2009
Family Resource Ministries Schools	59/39.9%	63/56.3%	56/44.4%
Whittier Christian Schools	45/37.2%	19/17.0%	33/26.2%
Public Schools	20/13.5%	19/17.0%	22/17.5%
Other Christian Schools	16/10.8%	11/9.8%	9/7.1%
Other Private Schools	4/2.7%	0/0.0%	4/3.2%
Home School	4/2.7%	0/0.0%	2/1.6%
Total Incoming 7 th Grade Students	148	112	126

GRADUATING EIGHTH GRADE STUDENTS' NEXT SCHOOL

	CLASS OF 2006	CLASS OF 2007	CLASS OF 2008
Whittier Christian High School	48/43.2%	62/45.9%	59/40.4%
La Habra High School	19/17.1%	12/8.9%	22/15.1%
Sonora High School	14/12.6%	29/21.5%	16/11.0%
La Serna High School	8/7.2%	7/5.2%	17/11.6%
Troy High School	4/3.6%	3/2.2%	3/2.1%
La Mirada High School	3/2.7%	2/1.5%	5/3.4%
Sunny Hills High School	1/0.9%	3/2.2%	5/3.4%
Other high schools	14/12.6%	17/12.6%	19/13.0%
Total number of high schools	16	21	23

The Student – Home survey data reveals a relatively consistent profile for both students and the students' home. Enrollment has suffered some economic pressure as mentioned in the introduction. The 2005-2006 school year is actually an anomaly with respect to enrollment. Five sections in each grade is not the anticipated enrollment. There exists an economy of scale with four sections per grade that permits a morning prep period for each academic teacher. This in turn allows for a more full afternoon schedule for these teachers, enhancing the elective offerings. HCJH may again expand enrollment to five sections per grade as demand requires.

The number of English Language Learners (ELL) represents less than 1% of the school population and, at this point, requires no special accommodations. In the past, we have accepted ELL students into our school. In those instances, we have utilized complete immersion into the classroom with individualized assistance, as needed.

THE SCHOOL PROGRAM

The Academic Program

The academic curriculum at Heights Christian Junior High is based upon a mixture of the content knowledge and experience of the teachers, biblical truths and principles, and the California State Framework. The following is a very brief summary of each academic subject.

7th grade Math	Math concepts through pre-Algebra
7th grade English	Language, Literature, paragraph construction and essays
7th grade History	World History, survey of world cultures from the fall of the Roman Empire through the Age of Exploration
7th grade Science	Life Science, survey of the Five Kingdoms and Human Biology and Health
7th grade Bible	Biblical Foundations of Character, devotions and Scripture memory
8th grade Math	Math concepts through Algebra
8th grade English	Language, Literature, and expository writing
8th grade History	United States History, survey of U.S. History from American Colonialism through Industrialization
8th grade Science	Physical Science, introductory concepts in physics and chemistry
8th grade Bible	Surviving and Thriving as a Christian in a Secular World, devotions and Scripture memory

Bible is taught all year long as part of the academic curriculum. Each student takes a computer course in the 7th and 8th grades using MS Office 2003. Other required “mini-courses” include P.E., Spanish, Hermeneutics, Music Appreciation, Perspectives, and Integrity. Electives include a wide variety of offerings including dance, video yearbook, website design, adult CPR, chess, journalism, candy making, jazz band, hand bells, drama and a variety of sports classes (to name a few).

Success Program

Heights Christian Junior High School launched the Success Program in 2001 to meet the needs of students who struggle academically. Through this program we seek to diagnose the students’ needs, develop strategies to meet those needs, and implement the plan to improve students’ skills and knowledge. Teachers, parents or administrators may refer students to the Success Program. We evaluate referred students individually in one-on-one sessions to determine what skills they need to perform successfully in the classroom. After the initial evaluation, we develop a plan to enable the student to gain the needed skills. If we prescribe tutoring, the child’s teacher meets with the parent to

invite them to enroll in tutoring and explain the plan we developed for their child. Parents may choose to participate in the tutoring, seek to meet the needs themselves, or pursue help from someone outside of our school. Ten percent of our school population is currently enrolled in our Success Program, and our faculty has identified an additional 10% of the students enrolled in our school as students that would benefit from remediation but are not at this time receiving it at school.

Assessment Results

STANFORD Achievement Test Series (Historical Scores Sorted by Class)

CLASS OF 2006		Total Reading	Reading Vocab'	Reading Comp'	Total Math	Problem Solving	Pro-cedures	Lang-uage	Mechan-ics	Expres-sion	Spelling	Study Skills	Science	Social Science	Listening	Using Info'	Thinking Skills	Basic Battery	Complete Battery
2005** (7th) 126 tested	Grade Equiv' Nat'l Percentile	8.5 61	8.8 61	8.7 60	10.4 72	9.9 70	10.5 70	9.3 61	8.3 55	9.8 66	8.3 63	N/A	8.3 59	8.7 59	7.7 54	N/A	9.0 64	9.4 63	9.1 62
2006** (8th) 123 tested	Grade Equiv' Nat'l Percentile	10.5 69	10.4 69	10.3 68	10.5 67	10.6 67	10.0 64	10.3 67	10.1 64	10.6 68	10.2 66	N/A	10.0 65	12.0 70	10.4 65	N/A	10.5 67	10.3 67	10.4 67
CLASS OF 2007		Total Reading	Reading Vocab'	Reading Comp'	Total Math	Problem Solving	Pro-cedures	Lang-uage	Mechan-ics	Expres-sion	Spelling	Study Skills	Science	Social Science	Listening	Using Info'	Thinking Skills	Basic Battery	Complete Battery
2006** (7th) 137 tested	Grade Equiv' Nat'l Percentile	9.8 70	9.8 71	9.6 68	10.5 75	10.4 75	10.8 72	10.8 74	9.7 69	10.6 77	9.6 71	N/A	9.2 66	9.3 63	9.7 64	N/A	10.0 72	10.3 71	10.0 70
2007** (8th) 134 tested	Grade Equiv' Nat'l Percentile	10.9 72	10.7 72	10.6 70	10.4 70	10.6 70	10.1 67	12.4 73	11.5 71	10.9 72	10.3 66	N/A	9.8 62	11.8 71	10.7 67	N/A	10.5 69	10.6 70	10.7 69
CLASS OF 2008		Total Reading	Reading Vocab'	Reading Comp'	Total Math	Problem Solving	Pro-cedures	Lang-uage	Mechan-ics	Expres-sion	Spelling	Study Skills	Science	Social Science	Listening	Using Info'	Thinking Skills	Basic Battery	Complete Battery
2007** (7th) 147 tested	Grade Equiv' Nat'l Percentile	10.2 73	9.7 71	10.2 73	10.8 76	10.5 77	12.0 72	10.7 73	10.0 69	10.7 74	10.2 73	N/A	9.6 67	9.3 64	9.6 66	N/A	10.0 72	10.5 72	10.2 71
2008** (8th) 146 tested	Grade Equiv' Nat'l Percentile	11.3 76	11.0 77	11.8 74	10.6 70	11.1 73	10.1 65	11.8 73	11.2 69	11.0 75	10.6 72	N/A	10.3 67	12.4 74	11.5 71	N/A	11.2 73	11.8 72	12.4 72
CLASS OF 2009		Total Reading	Reading Vocab'	Reading Comp'	Total Math	Problem Solving	Pro-cedures	Lang-uage	Mechan-ics	Expres-sion	Spelling	Study Skills	Science	Social Science	Listening	Using Info'	Thinking Skills	Basic Battery	Complete Battery
2008** (7th) 115 tested	Grade Equiv' Nat'l Percentile	10.2 73	9.5 69	10.3 73	10.6 78	10.5 79	11.4 73	10.9 74	10.1 70	10.3 76	9.4 71	N/A	9.9 73	9.3 66	9.2 62	N/A	10.1 75	10.5 72	10.2 71

STANFORD Achievement Test Series, Tenth Edition Advanced 1 2002 Norms: Spring National

Standardized test scores generally fall in a narrow range between 67 and 72 national percentile for the complete battery. The distribution of scores varies significantly between 20 and 99 percentile for the complete battery. This is consistent with our enrollment philosophy.

We are working towards collecting and recording SAT scores for all incoming students. This requires some students to test with us using the SAT abbreviated. This score allows for a baseline score that will help us evaluate "value added" for our students and provide additional data to evaluate the effectiveness of our seventh grade program.

We are also devising a mechanism for recording SAT scores electronically to allow for the disaggregation of scores for special populations. We hope to identify growth areas for remediation and test taking strategies using the disaggregated scores.

Content Specific Benchmark Assessments

Historical Benchmark Assessment Results

	English 7			History 7			Math 7			Science 7		
	2006-2007	2007-2008	2008-2009*	2006-2007	2007-2008	2008-2009*	2006-2007	2007-2008	2008-2009*	2006-2007	2007-2008	2008-2009*
Advanced	50.1%	36.8%	30.5%	64.3%	76.8%	47.6%	45.1%	51.5%	37.5%	50.3%	54.6%	49.9%
Proficient	37.9%	43.8%	38.2%	27.4%	18.6%	23.0%	29.5%	32.1%	35.3%	33.1%	32.9%	33.9%
Basic	10.9%	15.7%	28.5%	6.8%	3.8%	15.2%	18.2%	12.7%	16.8%	15.1%	10.6%	14.0%
Below Basic	1.0%	2.5%	2.0%	2.1%	0.7%	14.0%	5.3%	3.8%	6.8%	1.2%	1.7%	1.4%
Far Below Basic	0.5%	1.2%	0.0%	0.3%	0.0%	0.2%	2.0%	0.4%	3.5%	0.1%	0.0%	0.8%

	English 8			History 8			Math 8			Science 8		
	2006-2007	2007-2008	2008-2009*	2006-2007	2007-2008	2008-2009*	2006-2007	2007-2008	2008-2009*	2006-2007	2007-2008	2008-2009*
Advanced	44.1%	87.8%	70.6%	73.0%	65.9%	61.0%	57.3%	51.8%	62.1%	43.7%	50.7%	43.9%
Proficient	42.3%	12.2%	25.4%	18.8%	22.3%	34.1%	21.0%	19.8%	23.9%	34.1%	33.1%	38.3%
Basic	9.9%	0.0%	3.4%	6.4%	8.4%	4.2%	10.0%	9.3%	10.5%	17.5%	12.8%	12.9%
Below Basic	3.3%	0.0%	0.3%	0.9%	1.9%	0.6%	9.0%	8.3%	2.5%	3.6%	3.1%	3.8%
Far Below Basic	0.1%	0.0%	0.0%	0.9%	1.2%	0.0%	2.3%	2.2%	1.1%	0.6%	0.0%	1.2%

Advanced: 80%-100% Proficient: 60%-79% Basic: 40%-59% Below Basic: 20%-39% Far Below Basic: 0%-19%

Scores represent the percentage of all students' scores on all standards assessed in each content area.

*not all standards had been assessed at the time of publication (2008-2009).

Standards-based benchmark assessments have become an essential component of the school wide assessment plan and their usefulness has been most apparent in directing reteaching efforts. Questions of reliability and validity must still be addressed before the benchmark data can accurately serve as a measure of value added or to compare cohort groups. The benchmarks do effectively serve a quality control function by ensuring adequate pacing and that essential content and skills are taught.

The benchmark assessment data provided here is just a coarse overview of the results. As mentioned before, the benchmarks have been mostly utilized as a guide for reteaching and to ensure pacing and the teaching of essential content and skills. Benchmarks count for 15% of each student's grade in each core content area except Bible.

Authentic Assessments

Authentic assessments are the newest assessment tool introduced at HCJH. The 2008-2009 school year is the first year we used this type of assessment. Authentic assessments are designed to work together with the benchmarks to provide a summative assessment of the each student's achievement. The authentic assessments are administered once a quarter in each core subject area except for math. These instruments are designed for each student to individually produce an outcome that demonstrates proficiency in core content and skills using high level thinking skills. In many cases the teachers used good activities that they already had. The teachers again work together with administration to create concise descriptions and rubrics for these assessments.

Currently, students are producing quality outcomes that demonstrate a high level of proficiency with respect to core content and skills. We are encouraged by this and look forward to producing a variety of authentic assessments for use in the future. As we continue to expand the use of authentic assessments we will investigate methods of collecting and analyzing the additional assessment data.

MISSION STATEMENT AND LEARNING RESULTS

Mission Statement

“Our mission is to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ.”

Expected Schoolwide Learning Results (ESLRs)

1. Biblical World View

Graduates of HCJH are expected to be individuals who . . .

- a) know how to study the Bible.
- b) recognize that all people are created in the image of the one true God.
- c) acknowledge the Bible as the infallible Word of God.
- d) use God’s Word to discern truth.

2. Effective Communicators

Graduates of HCJH are expected to be effective communicators who . . .

- a) listen objectively and critically.
- b) understand and follow directions.
- c) write and speak clearly and accurately.
- d) express and support opinions using objective evidence.
- e) utilize various modalities effectively.
- f) can demonstrate a personal relationship with Jesus Christ verbally and in writing.

3. Proficient Learners

Graduates of HCJH are expected to be proficient learners who . . .

- a) demonstrate grade appropriate skills in reading, writing, and mathematics.
- b) have effective work habits and study skills.
- c) are self-directed and able to produce cooperatively and independently.
- d) can utilize technology.
- e) have a firm grasp of scripture and are able to apply it to life situations.

4. Personal Responsibility

Graduates of HCJH are expected to be responsible individuals who . . .

- a) show patriotism through respect for flag, country, leaders and laws.
- b) demonstrate self-control based on biblical standards.
- c) exhibit respect for others.
- d) accept the consequences and benefits of their actions.
- e) are aware of career opportunities.
- f) practice goal setting with a biblical perspective.
- g) are involved in serving the community.
- h) have a personal relationship with Jesus Christ.
- i) have the tools to share their faith.
- j) demonstrate an urgency to share their faith.

5. Problem Solvers

Graduates of HCJH are expected to be perceptive thinkers and problem solvers who . . .

- a) evaluate current topics using a biblical perspective.
- b) use available technology to obtain, access and integrate relevant information.

- c) think analytically and creatively.
 - d) are well-informed and open-minded.
 - e) apply academic learning to life.
6. Well-Rounded
- Graduates of HCJH are expected to be well-rounded individuals who . . .
- a) have been exposed to a variety of elective opportunities and experiences.
 - b) are challenged beyond academics through a variety of extracurricular activities.
 - c) lead lives that are balanced intellectually, spiritually, physically and emotionally.
 - d) develop an appreciation for teamwork during school activities.
 - e) understand God's involvement in every area of their lives.

Significant Developments

The staff, faculty and student body have been very stable over the last three years. There has been a lot of growth in the areas of technology and assessment which are detailed in the action plan progress report below.

Implementation and Monitoring of Schoolwide Action Plan

HCJHS has a strong system of accountability both on campus and with the district. School leadership monitors action plans and revises them yearly. Frequent meetings involve teachers in an integrated fashion.

Accreditation reports are prepared by the Assistant Principal of Curriculum and Instruction who gathers a broad sampling of data and input from all stakeholders.

Report on Schoolwide Action Plan Progress

Action Item 1: Assessment Plan

The school has made significant progress on their goal of expanding the use of multiple assessments. Benchmark assessments have provided teachers with valuable feedback that informs lesson planning and re-teaching efforts. In 2008 a new model was implemented providing a testing period each quarter for shorter, competency-based tests. Although not complete, this system has received positive feedback from teachers.

In order to provide more formative assessments, teachers have been encouraged to use frequent tests so that 80% of assessment is formative. The computer programs, *STAR Reading* and *Accelerated Reader* provide formative assessments that are graded quickly and consistently. Harcourt Assessment's *Learnia* provides standards-based math and reading tests.

Authentic assessment has been emphasized during the 2008/2009 school year. Authentic assessments are high-quality classroom work that teachers link to core standards. These are performance-based measures of higher order thinking and graded with detailed rubrics. A cover sheet for parents is included to inform them of the learning objectives. The grades on these are combined with the benchmark test score reports and are seen as informative by teachers, parents and students.

The Assessment Plan continues with quality checks for all teacher-created tests and evaluation of computer programs. A new Student Management System will make disaggregation of assessment data possible and efforts are being made to collect students' test scores from previous schools. The end goal is to generate reliable and valid data on progress of individual students and grade level groups.

Action Item 2: Technology Plan

Significant progress has been made in the area of school technology. The main focus of technology has been to support assessment, quality of teaching and community involvement. The campus wide network has increased productivity for teachers and staff and made more time available for teaching.

Teachers have their own web pages and school email addresses increasing communication with parents. All classrooms have large screen monitors linked to the teacher's computer. Smart boards are used in Math and Science classrooms. The Smart boards allow teachers to capture and post class notes or board work to their websites.

Most recently, a new school information system was purchased. This system will be a great asset to the school as it consolidates student information currently stored in several systems and provides parent access to grades and teacher reports. Student numbers will be assigned which will assist in disaggregating future data.

In leading up to a more transparent student information system with constant access to student progress, teachers have adopted the practice of reporting student progress eight times per year. This policy change has enabled parents to stay abreast of student progress and avoid missed opportunities to support students who are struggling.

Action Item 3: Professional Development Plan

Family Resource Ministries has a resource center that provides support for professional development to HCJHS. FRM's Director of Professional Support Services (DPSS) oversees a mentoring program that includes three days of training for new teachers. The DPSS assigns and trains an on-site mentor to new teachers throughout their first two years to support their development. This mentoring program was developed incrementally over the last three years.

Teachers meet in academic department during prep time. These groups are usually only two teachers who have time to collaborate together and with the support of the Assistant Principal of Curriculum and Instruction who is constantly involved in training and support.

The principal at HCJHS also observes classroom teachers regularly. Each teacher receives 2-3 visits per year followed by written feedback on strengths and weaknesses.

Teachers can apply for stipends of \$1000 per year from FRM for tuition related to credential or graduate programs.

During meetings with the school leaders the Visiting Committee learned about daily, weekly and monthly staff development activities that effectively support teachers in learning new skills, articulating between grade levels and collaborating with colleagues. This integrated practice ensures that action plan goals remain at the forefront.

Action Item 4: Tutoring

The new tutoring program was implemented this school year. There are two types of tutoring offered to all students and there is no charge to students for either of these services: 1) homework help each morning prior to school in math and English and, 2) math tutoring by appointment during 6th, 7th and 8th periods on Monday, Wednesday and Friday. There is an English teacher available Tuesday through Friday mornings for homework help. Students do come in for help with homework but the vast majority of the student traffic is to take an Accelerated Reader test. There is also a math teacher available Tuesday through Friday mornings and there are more students using the service for math than for English. They are planning to develop methods for monitoring the use of the tutoring program and to evaluate its effectiveness.

Recommendations

The Visiting Committee found the school to be in a great position having made significant progress in all areas of the action plan. HCJHS has many commendable strengths and strong focus on student learning. As the action plans near completion, the Visiting Committee recommends considering the following issues.

- Consider ways to define and report on an overall professional/staff development program including on-site, outsourced, individual, and FRM sponsored activities.
- Continue to work on methods for evaluating student progress including disaggregating achievement data and identifying appropriate evaluation tools and methods for instructional programs.