



Rio Norte Junior High School

28771 Rio Norte Drive • Santa Clarita, CA 91354 • (661) 295-3700 • Grades 7-8

John Costanzo, Principal

jcostanzo@hartdistrict.org

2012-13 School Accountability Report Card Published During the 2013-14 School Year

William S. Hart Union High School District

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District Governing Board

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District Administration

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Superintendent

Vicki Engbrecht
Deputy Superintendent

Michael Vierra
**Assistant Superintendent, Human
Resources**

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (661) 295-3700.

Principal's message

Rio Norte Junior High School is a student-centered community that focuses on respect and tolerance among faculty, staff, students, and parents. Expectations of continuous improvement permeate the school.

Our mission is to dedicate ourselves to providing a safe, flexible, positive, and nurturing learning environment in which all of our members have the opportunity to experience a sense of belonging and personal growth, and all students have the opportunity to develop academic excellence.

Our staff members are conscientious and dedicated professionals who demonstrate genuine caring and concern for their students through their actions and their words. They create a classroom environment in which all students are respected. Teachers consistently involve students in interactive activities that provide learning experiences. They encourage students to draw on their own backgrounds of understanding, add to what they already know, and extend their thinking in new and different directions.

Our two mottos, Charting a New Course of Excellence and Carpe Diem (Seize the Day!), appropriately summarize the commitment of our school community to taking full advantage of the time and tasks with which we are entrusted to ensure the optimum development of all members of the Rio Community.

John Costanzo, PRINCIPAL

Opportunities for Parental Involvement

Rio Norte PTSA
President, Kathlene McCarty
kathlenePTA@ca.rr.com

School Site Council
Rio Norte Principal, John Costanzo
jcostanzo@hartdistrict.org

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	1
Gr. 7	604
Gr. 8	623
Total	1,228

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.1
Asian	11.3
Filipino	6.2
Hispanic or Latino	21.3
Native Hawaiian/Pacific Islander	0.3
White	50.5
Two or More Races	6.8
Socioeconomically Disadvantaged	6.8
English Learners	8.5
Students with Disabilities	13.4

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6			1			5						
English	67.8	66.3	53	2	1	6	2	3	2	14	14	15
Math	71	66.9	49	2	3	6	1	1	2	13	14	17
Science	73.5	80.2	61	1	1	5	1	0	2	14	12	13
SS	69.9	76.6	55	2	1	5	2	0	1	13	11	16

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	4.98	5	3.3
Expulsions Rate	0.24	0	0.1
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 06/05/2013

Rio Norte is in its ninth year of operation. Visitors to our campus often comment that the school still looks brand-new. The school has 40 classrooms, nine portable classrooms, one main computer lab, an Internet research lab with 24 computers, seven smaller computer labs that are part of the core to regular classrooms, a library, a gym, locker rooms, a multipurpose room, and a staff room.

Rio Norte is a clean, well-landscaped school that is visually welcoming and functional. Any malfunctions or needed repairs are quickly handled by a responsive maintenance department at the district level.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
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]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	49	48	49
Without Full Credential	5	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	5
Without Full Credential	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	84.2	15.8
Districtwide		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/04/2013

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,932	\$1,208	\$4,724	\$76,806
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-15.5	10.1
Percent Difference: School Site/ State			-14.7	7.3

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

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

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Timeless Voices, Timeless Themes (Bronze Level) 2002</p> <p>Timeless Voices, Timeless Themes (Silver Level) 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Math Course 2 2008</p> <p>Algebra 1 2008</p> <p>Geometry 2004</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Focus on Life Science 2006</p> <p>Focus on Physical Science 2006</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Medieval and Early Modern Times 2006</p> <p>America: History of our Nation: Independence Through 1914 2006</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	81	83	79	63	65	65	54	56	55
Math	71	74	72	49	48	47	49	50	50
Science	89	89	88	68	70	71	57	60	59
H-SS	79	76	79	59	58	59	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	79	72	87	79
Male	75	69	89	80
Female	83	74	85	78
Black or African American	67	50	72	72
American Indian or Alaska Native				
Asian	91	91	97	92
Filipino	81	73	84	86
Hispanic or Latino	71	60	79	71
Native Hawaiian/Pacific Islander				
White	79	73	89	77
Two or More Races	84	72	95	89
Socioeconomically Disadvantaged	72	56	83	64
English Learners	46	52	86	57
Students with Disabilities	46	42	68	31
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.6	22.2	49.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	14	1	-7
Black or African American			
American Indian or Alaska Native			
Asian	-4	3	6
Filipino			
Hispanic or Latino	27	-4	-1
Native Hawaiian/Pacific Islander			
White	11	5	-7
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	27	-7	19

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	5	7	7

Federal Intervention Program (School Year 2013-14)

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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		2
Percent of Schools Currently in Program Improvement		66.7

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,197	17,898	4,655,989
	API-G	904	841	790
Black or African American	Students	41	687	296,463
	API-G	831	788	708
American Indian or Alaska Native	Students	1	37	30,394
	API-G		842	743
Asian	Students	137	1,252	406,527
	API-G	980	934	906
Filipino	Students	77	808	121,054
	API-G	918	897	867
Hispanic or Latino	Students	248	6,152	2,438,951
	API-G	863	783	744
Native Hawaiian/Pacific Islander	Students	4	28	25,351
	API-G		851	774
White	Students	606	8,209	1,200,127
	API-G	905	865	853
Two or More Races	Students	83	725	125,025
	API-G	917	886	824
Socioeconomically Disadvantaged	Students	118	4,587	2,774,640
	API-G	845	762	743
English Learners	Students	70	2,303	1,482,316
	API-G	813	703	721
Students with Disabilities	Students	166	2,066	527,476
	API-G	699	623	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes