

Principal: Betty Hoogland  
 Enrollment: 658  
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## SOUTH JUNIOR HIGH SCHOOL

### School Performance Report 2010-11

### OUR MISSION

"We educate students to be lifelong learners and contributing citizens"

### KEEPING YOU INFORMED

This school performance report is a summary of how your child's school and its students are performing on tests required by the state. No single report, however, can tell the whole story of a school's educational program or the people who work and learn there. We encourage you to find out firsthand by visiting your child's school and taking an active role in your child's learning. Studies show that when parents are involved, students do better in school.



**"Educating Today for a Better Tomorrow"**

### OUR SCHOOL COMMUNITY

Many factors, such as how often a child attends school, moving frequently, and English language experience, influence school achievement. Measuring these characteristics helps us understand our students' needs.

#### ABOUT OUR STUDENTS

<i>School (%)</i>		<i>District Avg.</i>
658	Total Enrollment	25,228
9.6%	Limited English Proficient	4.5%
70.3%	Free/Reduced Lunch (7-9)	43.6%
12.0%	Special Ed Program Participants	8.7%
94.3%	Average Daily Attendance	95.2%

We are committed to ensuring that our students are taught by a highly trained and qualified staff of instructors.

#### ABOUT OUR STAFF

14.6	Average years of experience
50%	Percent who hold a master's degree
100%	Percent who are certified by the state

#### ABOUT AVERAGE CLASS SIZES

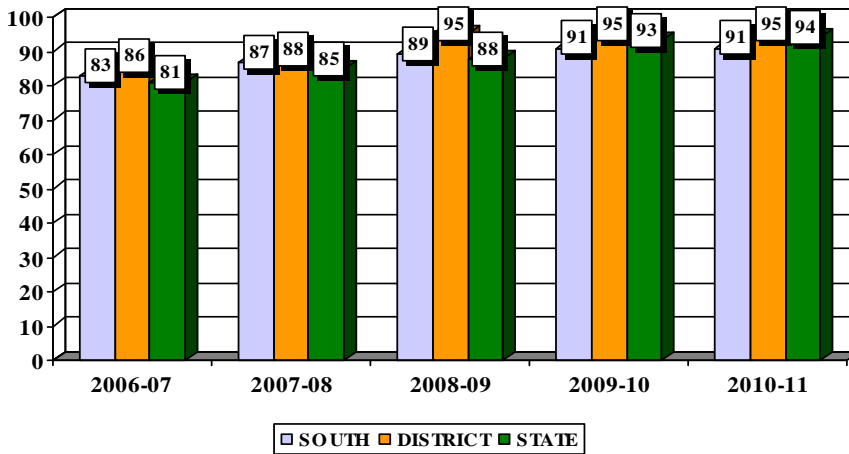
<u>Grade</u>	<u>Our school</u>	<u>District</u>
7-9	22.4	24.3

Is this a school identified for school improvement? Yes

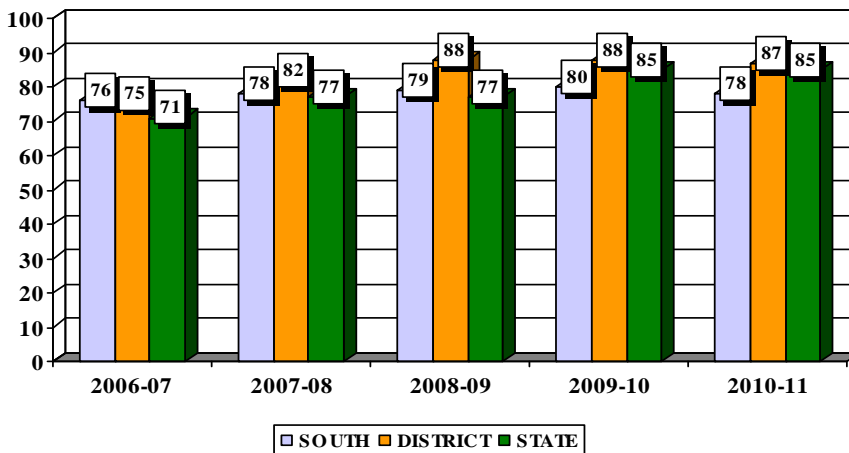
## IDAHO STANDARDS ACHIEVEMENT TEST

The Idaho Standards Achievement Test is an assessment of student knowledge in three areas; reading, math, and language usage. Each of the three subtests consists of 42 standards-based items, administered via the computer. Aggregate student performance is displayed in terms of percentages of students meeting standards for the grade level at the school, district, and state level. Performance improvement goals are set by the state of Idaho in accordance with the federal law known as No Child Left Behind.

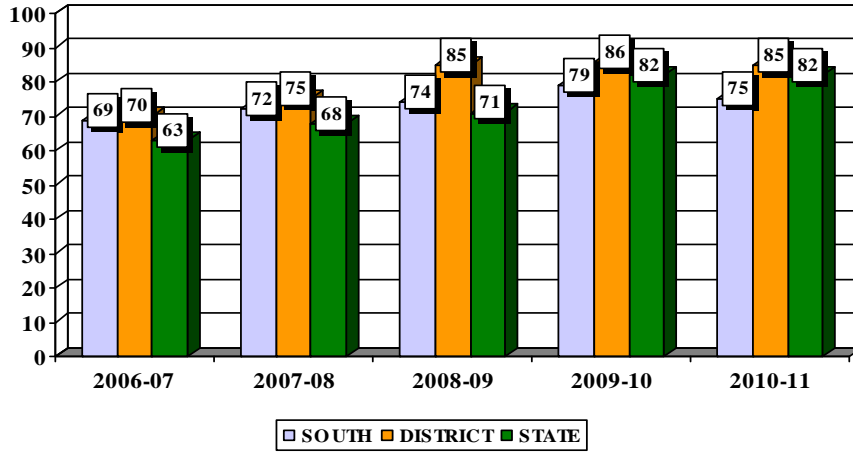
### Idaho Standards Achievement Test - Reading 7th and 8th Grade Longitudinal Data - 2007 - 2011 %age of Proficient/Advanced Students



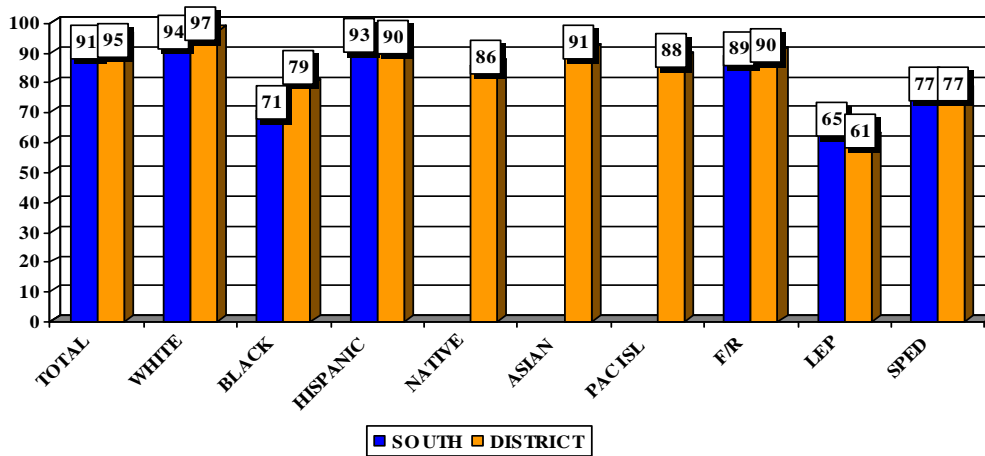
### Idaho Standards Achievement Test - Math 7th and 8th Grade Longitudinal Data - 2007 - 2011 %age of Proficient/Advanced Students



Idaho Standards Achievement Test - Language  
 7th and 8th Grade Longitudinal Data - 2007 - 2011  
 %age of Proficient/Advanced Students



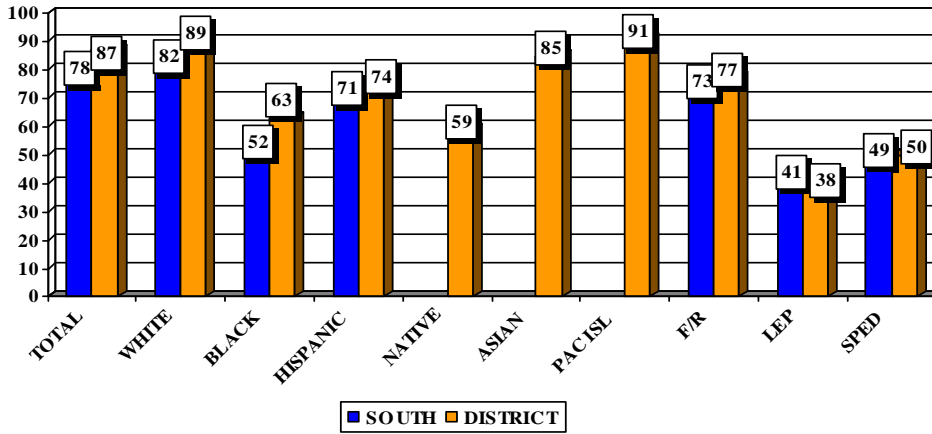
Idaho Standards Achievement Test  
 7th and 8th Grade Standards Test - Spring 2011  
 2010-11 Disaggregated Groups  
 %age of Proficient/Advanced Students - Reading



NUMBER OF STUDENTS IN DISAGGREGATED GROUPS -SEVENTH & EIGHTH GR

	WHITE	BLACK	HISPANIC	NATIVE	ASIAN
SOUTH	277.5	20	57.5	3.5	6.5
DISTRICT	2636.5	76.5	309	9.5	125
	PAC ISL	LEP	SPED	F/R	
SOUTH	5	28	34	259	
DISTRICT	11.5	114	224.5	1337.5	

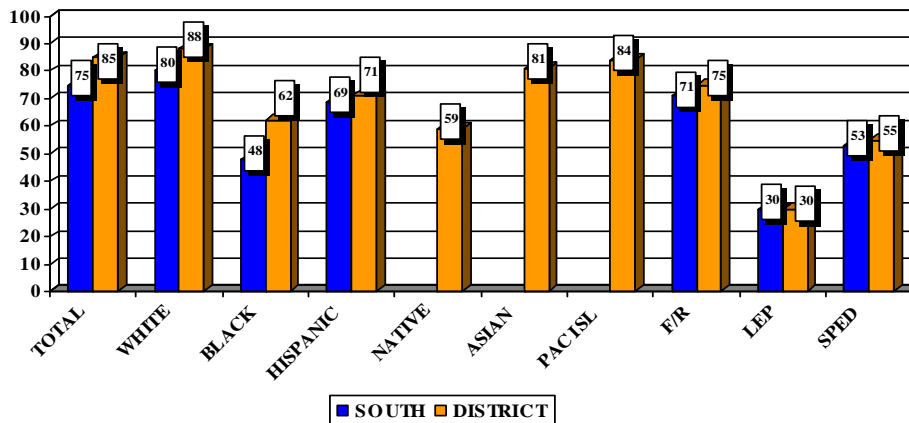
Idaho Standards Achievement Test  
 7th and 8th Grade Standards Test - Spring 2011  
 2010-11 Disaggregated Groups  
 %age of Proficient/Advanced Students - Math



NUMBER OF STUDENTS IN DISAGGREGATED GROUPS - SEVENTH & EIGHTH GF

	WHITE	BLACK	HISPANIC	NATIVE	ASIAN
SOUTH	243	15	44.5	3.5	6
DISTRICT	2430.5	61.5	255.5	6.5	116
	PAC ISL	LEP	SPED	F/R	
SOUTH	4.5	18	21.5	215	
DISTRICT	14.5	66.5	152.5	1096.5	

Idaho Standards Achievement Test  
 7th and 8th Grade Standards Test - Spring 2011  
 2010-11 Disaggregated Groups  
 %age of Proficient/Advanced Students -Language



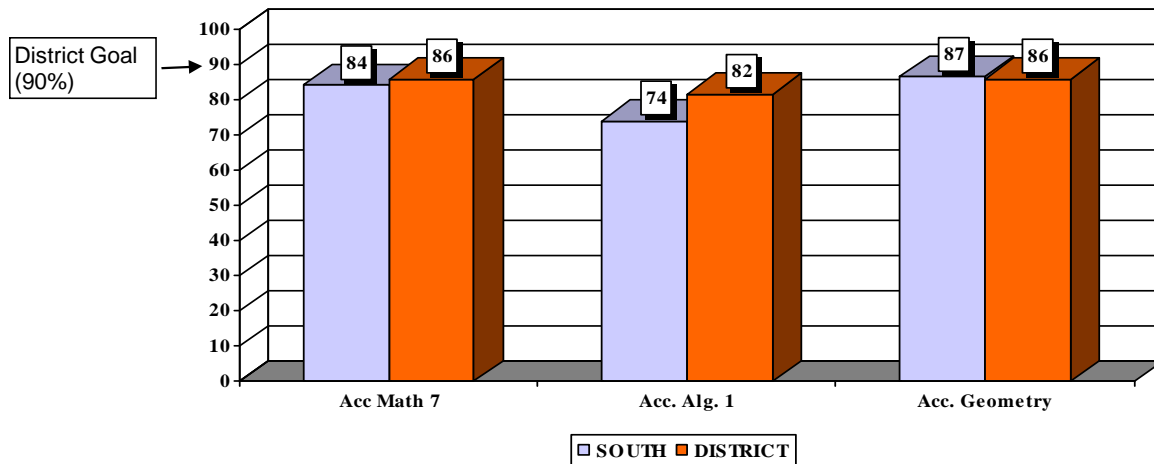
NUMBER OF STUDENTS IN DISAGGREGATED GROUPS - SEVENTH & EIGHTH GF

	WHITE	BLACK	HISPANIC	NATIVE	ASIAN
SOUTH	237	14	43	3	4.5
DISTRICT	2405.5	60.5	243.5	6.5	110.5
	PAC ISL	LEP	SPED	F/R	
SOUTH	4.5	13	23.5	206	
DISTRICT	13.5	52.5	159	1101.5	

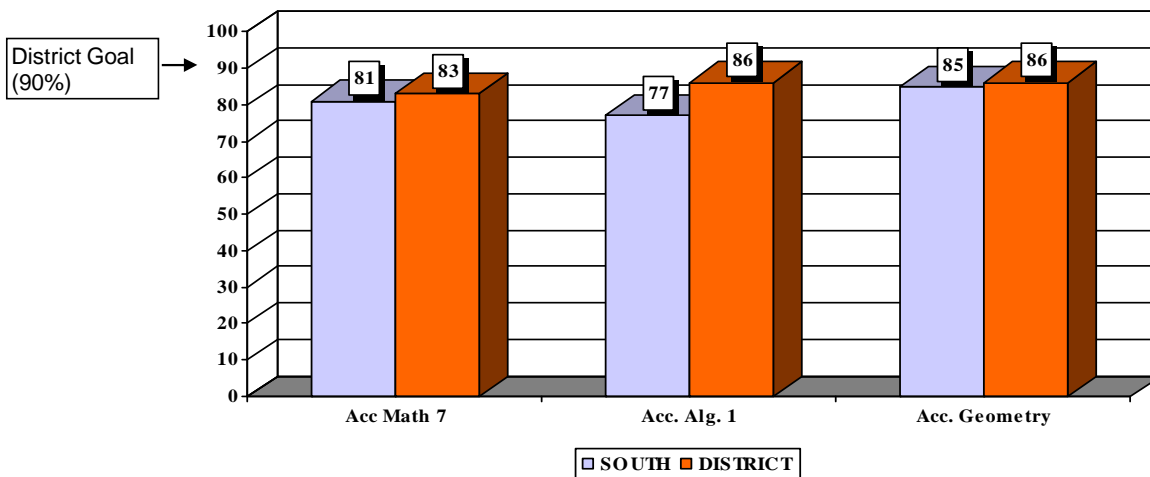
## END OF COURSE ASSESSMENTS

The Boise District has developed End of Course assessments in order to measure progress in teaching the district's written curriculum. These exams combine performance assessments (such as writing about a period in history or the results of an experiment) and multiple choice final exams. Achievement status and progress are measured through analysis of the percentage of students achieving particular grades on the assessments. District goals are: 85% A, B, and C grades in "regular" class EOC's, and 90% A and B grades in accelerated classes.

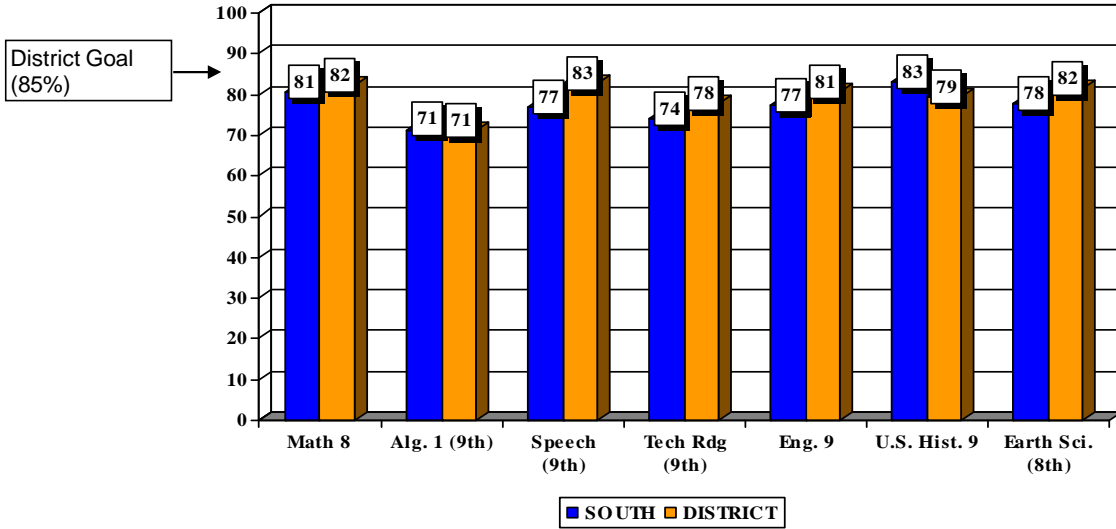
Boise District End of Course Testing  
Accelerated Courses - Semester 1  
%age of A and B grades



Boise District End of Course Testing  
Accelerated Courses - Semester 2  
%age of A and B grades



Boise District End of Course Testing  
 "Regular" Courses – Semester 1  
 %age of A, B, C Grades



Boise District End of Course Testing  
 "Regular" Courses – Semester 2  
 %age of A, B, C Grades

