

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PRESS RELEASE**

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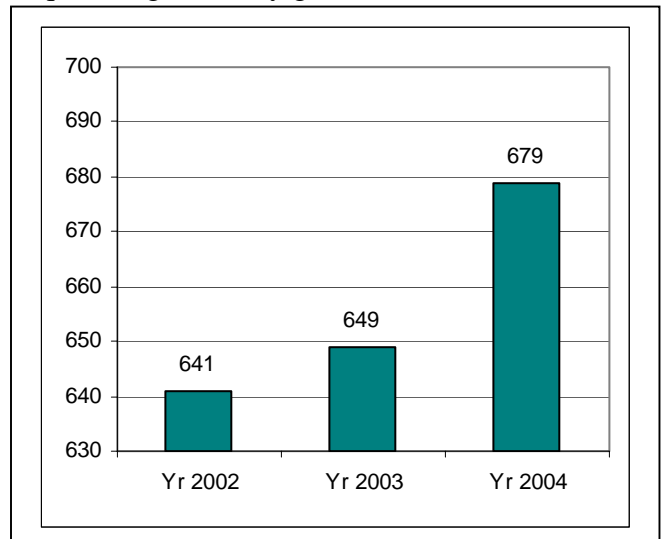
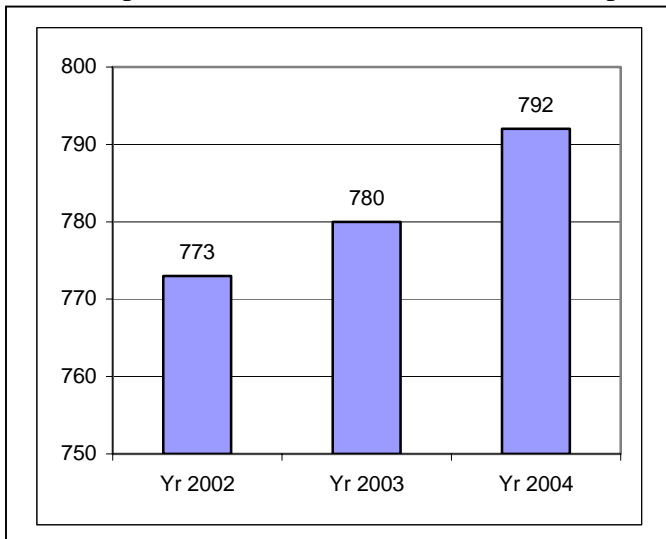
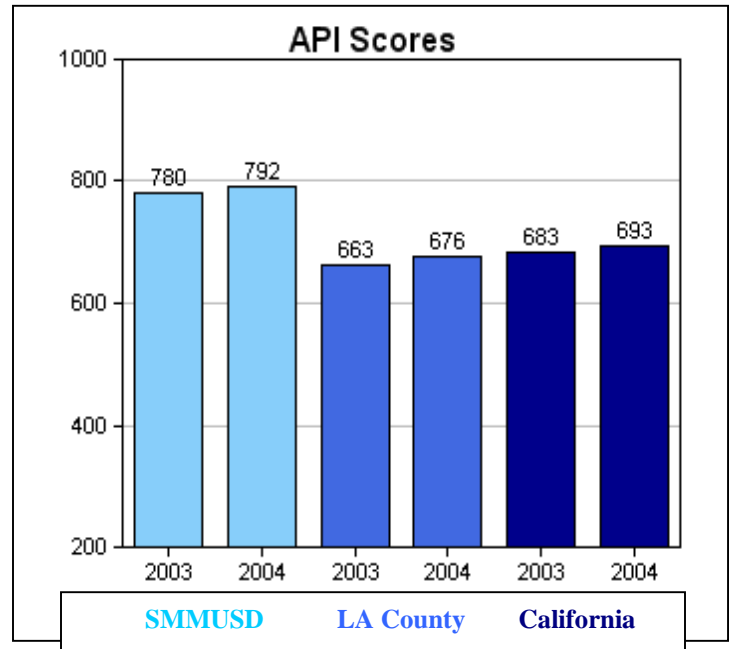
2003-04 Academic Performance Index (API) Results

Superintendent of Schools Dr. John Deasy today announced the results of the district’s 2003-04 Academic Performance Index (API) and Adequate Yearly Progress (AYP) and congratulated the teachers and the community for their tireless efforts on behalf of the students of Santa Monica and Malibu. “The results demonstrate that the students of the district are well served by teacher and administrators who are absolutely committed to the improvement of achievement for all students, “ remarked the Superintendent.

The API, established by the California State Legislature in 1999, summarizes a school or district’s performance on statewide assessments. AYP is a national measurement established by Congress under the federal No Child Left Behind Act of 2001. AYP measures the growth of each school and district in the nation to determine if it is progressing at an acceptable course. This week the State of California released results, which show the current progress of each district and each school on both the state and federal measures.

Academic Performance Index (API):

The API score is a single score on a 200-1000 scale. Various achievement factors are folded into a formula established each year by the state’s Department of Education, which then calculates API and provides each school and each district with a composite figure. This figure, or score, represents an overall level of academic achievement. In 2004 SMMUSD’s overall API score increased from 780 to 792, more or less a parallel of the growth that was seen at the county and the state. However, growth at higher levels of the API continuum is always more difficult to attain than an increase at lower levels of performance. Dr. Deasy remarked, “An increase in twelve points at the level where SMMUSD operates requires significantly greater effort than the



levels of the county or the state.”

The August results also include the annual API score for students impacted by poverty, and the results are remarkable. Since Dr. Deasy’s arrival in 2001 the district has made closing the “achievement gap” a hallmark of its mission. In that time SMMUSD has expended significant energy and resources toward students of underrepresented minorities and students impacted by poverty or disability. This week’s results show a sizeable increase in achievement of students impacted by poverty, from an API of 647 last year to 679 this year. This is the second consecutive year of dramatic gains for this population of students.

Although API scores for other impacted subgroups will not be released by the state until October, the state did provide API results for individual schools. These results were also impressive, and they confirm that the intense and focused commitment by SMMUSD’s talented team of teachers and administrators is succeeding across the district, and yielding tangible results.

All Santa Monica and Malibu schools have API’s over 700, and nine of the fourteen schools that report data have API scores over 800, which is the score identified by the state as representative of high levels of achievement. Four of these schools have scores over 850, including one school --Pt. Dume Marine Science Academy-- with a remarkable API of 912. Two schools do not receive API scores: SMASH, which is too small, and Olympic High School, which participates in an alternative model of school accountability.

Eight schools experienced double-digit increases in their API this year. Five elementary schools (Cabrillo, Edison, Grant, Pt. Dume, and Roosevelt) one middle school (John Adams), and both of the comprehensive high schools: Malibu High School and Santa Monica High School. Gains at Edison (47), John Adams (26), Samohi (25) and Malibu Middle/High (22) were noteworthy. “These gains are remarkable, especially at schools which serve large numbers of impacted youth,” noted Superintendent Deasy.

SMMUSD Schools with Double-Digit Gains on the 2004 API

Juan Cabrillo	14
Edison	47
Grant	16
Pt. Dume Marine Sci.	16
Roosevelt	14
John Adams	26
Santa Monica High	25
Malibu Middle/High	22

In addition, four district schools have experienced four consecutive years of API increase. As a result of this sustained growth, these schools’ 2004 API scores are:

Juan Cabrillo	847
Grant	849
Roosevelt	879
Malibu Middle/High	817

Not all schools experienced growth. Six schools had declines, ranging from three points to twenty points. Four of these schools remain well above 800, the state’s ambitious target for all schools. Each of the schools that experienced a decline, however, had been growing consistently in previous years. Year to year fluctuations of this magnitude are to be expected. According to Deasy, “The long-term trend indicates steady and outstanding growth; moreover, the district looks forward to each additional piece of data we receive from the state as it helps us refine our efforts to help all students achieve at high levels.”

Adequate Yearly Progress (AYP):

Federal accountability requirements under No Child Left Behind (NCLB) determine academic success on how well schools and districts meet annual performance targets. These targets are the same for all schools or districts of the same type. The extent to which a school or a district is expected to move toward these targets is known as Adequate Yearly Progress, or AYP.

The federal accountability system is only in its second year and is still evolving. With the current AYP structure there are up to 46 different criteria for schools and districts to meet in order to make AYP targets. Most of these criteria fall into one of two umbrellas: *Proficiency*, which measures student achievement, and *Participation*, which measures the number of students who take the test. In Santa Monica-Malibu there are 34 criteria to be met, and this year the district met 33 of them. The only criterion the district did not meet was in one component of the Participation criteria relating to Special Education students who took the state assessment in Mathematics.

In terms of progress toward Proficiency, the schools and the district as a whole did remarkably well. Each of the district’s ten elementary schools and three out of the four comprehensive secondary schools met their AYP targets for proficiency in all areas. Participation was also strong in all areas except one. The participation threshold for AYP is set at 95% for the general population of students and for individual subgroups. This year one subgroup of students (special education students) did not meet the 95% threshold. However 93% of special education students did participate in testing, which is an increase over last year’s rate of 88%.

2004 AYP Criteria Summary, Santa Monica-Malibu School District

AYP Components:	<i>Met</i>
Participation Rate	<i>Did Not Meet*</i>
Percent Proficient	<i>Met</i>
API as additional indicator	<i>Met</i>
Graduation Rate	<i>Met</i>
*due to Special Education Participation on Math (93%)	

“Through the outstanding efforts of our staff, students, and families,” the Superintendent stated, “our district and each school within the district met virtually all the criteria to make Adequate Yearly Progress this year. I am delighted to see the results. Of course, the goal for each of our schools is to ensure that all our students master the knowledge and skills they need to succeed, and our teachers, administrators, and community will continue working together to make sure this goal is realized.”