School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: Ocala Middle School

Introduction

Since November, 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal *No Child Left Behind Act* (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving its goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Principal's Message

We are very excited to have your child attending Ocala Middle School. We are here to work with you and to make sure your child has the academic literacy and skills necessary to be successful in high school and college. With your support we will be able to provide high student academic achievement. We are committed to make sure your child attends a safe school that will provide him/her the necessary academic skills.

The entire staff is asking you, as the most significant influence in your child's life, to help by participating in Ocala's parent activities, supporting our school policies, and most important…. making sure your child attends school regularly, on time, and with their homework assignment completed. Working together we can make the difference!

Sincerely,
Oscar León
Principal

School Accountability Report Card Reported for School Year 2007-08
Published During 2008-09: Ocala Middle School

Executive Summary School Accountability Report Card, 2007-08
Ocala Middle School

Address:	2800 Ocala Ave. , San Jose CA 95148-1114	Phone:	408-928-8350
Principal:	Oscar León	Grade Span:	6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

School Vision and Mission

At Ocala Middle School, our mission is to lead all our students to success. We believe all students can learn. We recognize and value the diversity of our student population. We believe that diversity enhances our students' ability and opportunity to learn. In order to achieve this mission, we have a single goal: To increase the academic achievement of all our students.

School Profile

Ocala Middle School is one of seven middle schools in the Alum Rock Union Elementary School District. Ocala School opened in 1974 and its site is presently comprised of five classroom wings (including P.E. facilities), an administrative wing, a freestanding cafeteria/auditorium, and a library. Two sets of portables presently contain three extra classrooms and two Special Education Resource classrooms. In addition to the fields used by the school, the City of San Jose maintains an adjacent athletic field used by community athletic groups for weekend and night events.

At Ocala, we have 26 classroom teachers, 1.5 Resource Specialists (RSP), 3 Special Day Class (SDC) teachers, 2 Special Education (Severely Emotionally Disturbed/SED) teachers, 1 Instrumental Music teacher (part-time), 2 counselors, 1 instructional coach, 1 Adaptive P.E. teacher (part-time), 1 Language, Speech, and Hearing Specialist (part-time), 1 Psychologist (part-time) and 1 nurse (on call).

Goals

As expressed in the Single School Plan, Ocala's goals are:
- As part of the AYP target, 35.2% of students in grades 6-8 will achieve the performance level of proficient/advanced on the California Standards Test in English/Language Arts.
- As part of the AYP target, 37.0% of students in grades 6-8 will achieve the performance level of proficient/advanced on the California Standards Test in Mathematics.
- All English Learners will increase two proficiency levels for students at proficiency level 1 and one proficiency level for students at proficiency levels 2-5 in one year's time as evidence on the annual CELDT.

Progress Monitoring

1. Use of state and local assessments to modify instruction and improve student achievement.
   Ocala has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget,

curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, CELDT, etc.), district assessments, and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance are used to measure whether all students are meeting the standards.

In addition to state data, these local assessments are used to monitor teaching and learning:

♦ District Writing Assessment
♦ New Directions Assessments
♦ Math Unit Assessments

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.

In addition to the above-mentioned strategies, Ocala also uses the following curriculum-embedded assessments to inform instruction:

♦ STAR program: CST, STAR writing, CAT/6, *Aprenda*
♦ CAT/6 and California Standards Test data are used to examine areas of strength and weakness so that curriculum, instruction, and assessment strategies can be modified for increased effectiveness.
♦ CELDT data are used to monitor the English language development of English Learners.
♦ Quarterly Holt assessments and High Point unit assessments are used to identify areas requiring review. Quarterly Holt tests are now done online giving the teachers and students immediate feedback.
♦ District and state writing assessment scores are being used to revise and improve the school writing program.
♦ Teachers regularly examine student work samples at department meetings to ensure full implementation of standards-aligned programs.
♦ Instructional coach assist language arts and math teachers in monitoring academic achievement, aggregating/disaggregating student data, and modeling lessons on specific instructional goals.

Schoolwide Programs

♦ English Learners who are level 1 and 2 receive additional assistance during the school year.
♦ Intervention classes are provided before and after school, as well as on Saturdays.
♦ All Ocala students have the opportunity to develop an individualized six year plan to assist them in gaining access to higher education.
♦ The Homework Center is staffed by certificated personnel to provide assistance to students
♦ A health aide provides health services to students.
♦ EMQ assists and provides families with counseling necessary support.
♦ Parent trainings are provided by the district to help them support their children's academic progress.
♦ The After School All Star program provides enrichment activities as well as a Homework Center.
♦ The MESA program is implemented in collaboration with San Jose State University.
♦ District and state writing assessment scores are being used to revise and improve the school writing program.
♦ Teachers regularly examine student work samples at department meetings to ensure full implementation of standards-aligned programs.
♦ Instructional coach assist language arts and math teachers in monitoring academic achievement, aggregating/disaggregating student data, and modeling lessons on specific instructional goals.

Narrative to be provided by LEA

Student Enrollment

Group	Percent
African American	1.68 %
American Indian or Alaska Native	0.15%
Asian	8.42%
Filipino	13.02%
Hispanic or Latino	73.97%
Pacific Islander	0.46%
White (not Hispanic)	2.3%
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	46.0%
Students with Disabilities	14.0%
Total Number of students	653

Teachers

Indicator	Teachers
Teachers with full credential	30
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school was assessed in the following 15 categories: Gas Leaks; Mech/HVAC; Windows/Doors, Gates & Fences; Interior Surfaces; Hazardous Materials; Structural Damage; Fire Safety; Electrical; Pest/Vermin Infestation; Drinking Fountains; Restrooms; Sewer; Roofs; Playground/School Grounds; and Overall Cleanliness.

Repairs Needed

There are water-stained tiles and broken tiles in 8 rooms. The base board is missing in the portable building. The vending machine in the boys physical education area blocks the pull station. There are exposed wires in one room. The ballast needs to be replaced in G2, and the light covers need to be replaced in the office. The restroom needs to be cleared of all storage.

Corrective Actions Taken or Planned

The water-stained and broken tiles have been replaced in all rooms. The missing base board in the portable building has been replaced. The vending machine in the physical education area has been moved so that it does not block the pull station. The exposed wires have been covered. The ballast in room G2 was replaced, and the light covers in the office were replaced. All restrooms have been cleared of storage.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$3,814
District	$8,491
State	$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	34%
Mathematics	24%
Science	27%
History-Social Science	19%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	665
Statewide Rank (from 2007 Base API Report)	3
2008-09 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

2007-08 School Accountability Report Card Report (SARC)

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 SARC Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Ocala Middle	District Name	Alum Rock Union Elementary
Street	2800 Ocala Ave.	Phone Number	408-928-6800
City, State, Zip	San Jose , CA 95148-1114	Web Site	www.arusd.org
Phone Number	408-928-8350	Interim Supt.	José Manzo
Principal	Oscar Leon	E-mail Address	jose.manzo@arusd.org
E-mail Address	oscar.leon@arusd.org	CDS Code	43-69369-6089270

School Description and Mission Statement (School Year 2007-08)

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

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Opportunities for Parental Involvement (School Year 2007-08)
FOR MORE PARENT INVOLVEMENT INFORMATION, PLEASE CONTACT OSCAR LEON AT 408-928-8350

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

Ocala values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Ocala maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal's Newsletter, with is written in multiple languages. Because parent and community participation is essential to student achievement, Ocala Middle School provides a number of parent and community involvement opportunities. Ocala Middle School has an electronic LCD marquee that provides on-going information to parents regarding school activities and parent meetings. Ocala Middle School also has a parent phone link system that provide daily information to parents regarding their child's attendance as well as information to parents regarding important school and district activities.

Parent involvement includes membership in School Site Council, English Language Advisory Council (ELAC), District Advisory Committee (DAC) and District English Language Advisory Council (DELAC).

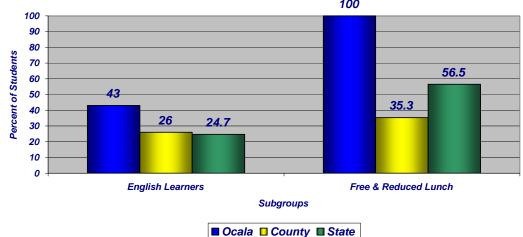### Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	145
Grade 7	262
Grade 8	246

Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	653

Student Enrollment by Group (School Year 2007-08)

2008 Enrollment Comparison: Ocala Middle School Santa Clara County and California

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
African American	1.68%
American Indian or Alaska Native	0.15%
Asian	8.42%
Filipino	13.02%
Hispanic or Latino	73.97%
Pacific Islander	0.46%
White (not Hispanic)	2.3%
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	46.0%
Students with Disabilities	14.0%

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	2005-06				2006-07				2007-08			
	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	27.5	11	25	11	29.3	6	21	17	27.3	10	22	12

Mathematics	27.3	4	13	4	29.4	1	14	6	27.5	4	13	5
Science	29.6	2	11	7	30.3	1	13	7	30.2	1	10	8
Social Science	26.4	5	9	6	27.6	4	11	6	26.8	6	12	4

III. School Climate

School Safety Plan (School Year 2007-08)

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

Ocala Middle School has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Ocala Safety Committee before it is presented to the Alum Rock Union Middle School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff.   Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The Ocala Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior Policy
- Rules and Regulations
- Dress Code Policy
- Protocols for Safety/Emergency Drills
- Tardy Policy
- Attendance Policy
- Referral Policy
- Nondiscriminatory Policy on Student Rights and Responsibilities

Ocala's School Safety Plan has a comprehensive approach to the four components that interact and affect the safety of the whole campus. The four components are the personal characteristics of students and staff, the schools physical environment, the schools social environment, and the school culture.

Ocala's School Safety Plan include:
1. Plan of Action Flow Chart
2. School Crisis Teams for Communication, Utilities, First Aid, Traffic, and Student Release.
3. Disaster Preparedness Procedures
4. Responsibilities and Duties

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	41.2	18.1	33.5	15.0	11.6	10.6
Expulsions	0.2	0.0	0.0	0.1	0.1	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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 District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.   The results of this survey are available at the school office and at the district office. School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. In the event that asbestos and lead containing building materials are found, they are managed and removed according to EPA and State and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projected are completed in a timely manner.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensures the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.

Age of School Buildings

Although the main school campus was constructed in 1973, portable buildings have been added to accommodate the growing school population and diverse program needs.

Maintenance and Repair

District maintenance and facilities staff to ensure 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 and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to maintain cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Modernization Projects

During the 2007-2008 school year, local Measure A funds and state-matching funds were used to renovate existing facilities. The District makes every effort to ensure that all schools are clean, safe, and functional. To

assist in this effort, School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Major projects for the past year included painting, heating, flooring, and roofing.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			All restrooms have been cleared of storage.
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√	√		The water-stained and broken tiles have been replaced in all rooms. The missing base board in the portable building has been replaced.
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety		√		The vending machine in the physical education area has been moved so that it does not block the pull station.
Electrical (interior and exterior)		√		The exposed wires have been covered. The ballast in room G2 was replaced, and the light covers in the office were replaced.
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			All restrooms have been cleared of storage.
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good Rating		

V. 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 DataQuest Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	34	30	30	658
Without Full Credential	0	5	4	98
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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 NCLB Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.9	3.1
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	90.9	9.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	326
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	N/A	N/A
Health Clerk	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	N/A	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	100% SBE Approved SRA Open Court (2003) Holt Literature & Lang. Arts (3rd Ed.) Hampton Brown Highpoint (2003) Sopris West Language! (2006)	
Mathematics	100% SBE Approved Prentice-Hall PreAlg (2002) McDougall-Littell Course 1(2002)	
Science	100% SBE Approved Focus on Earth (2006) Focus on Physical Science (2006)	
History-Social Science	100% SBE Approved The Ancient World (2006) The Medieval World & Beyond (2006) US History Through Industrialism (2006)	
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page and teacher salaries can be found on the Certificated Salaries and Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$4,054	$240	$3,814	$59,745
District	N/A	N/A	$8,491	$63,248
Percent Difference – School Site and District	N/A	N/A	55.0%	5.5%
State	N/A	N/A	$5,300	$64,702
Percent Difference – School Site and State	N/A	N/A	12.0%	7.7%

Types of Services Funded (Fiscal Year 2007-08)

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

Services provided by the regular program to enable under-performing students to meet standards:
Ocala Middle School provides the following regular program services to enable under-performing students to meet standards:

- Staff development is provided in differentiated instructional strategies in the areas of reading and math.
- Staff development is provided in ELD strategies in the content area curricula.
- The Instructional Coach serves as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of students scoring below proficient level.
- Response to Intervention (RTI) pilot program for 6th graders

Services provided by categorical funds to enable under-performing students to meet standards:

Ocala Middle School provides the following programs in addition to our standard academic core requirements of: language arts, reading, science, math (Math 6, Pre Algebra 6/7/8, or Algebra 7/8), history/social science, and P.E.:

- Summer school is offered to at-risk students scoring below proficiency levels in language arts and math.
- Students eligible for migrant services based on their parents' occupations receive after school homework support three hours a week by credentialed teachers.
- After School Homework Center is held in conjunction with the All Stars After School Program. The Center is open Monday through Friday for 1 hour for all Ocala students who wish help from a credentialed teacher or with homework or class assignments or specific subject tutoring and that are involved with the after school program.
- Students scoring below proficient are enrolled in a before school special intensive instruction program taught five times a week by credentialed teachers with special training in ELD, math, or language arts.
- Ocala Middle School offers an elective program in addition to the standard academic core requirements. Electives currently offered at Ocala are: AVID, Leadership, Intermediate and Advanced Band.

A one week Summer Academy transition program for incoming 6th and 7th grade students is offered in early August.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45211	$40667
Mid-Range Teacher Salary	$70385	$66167
Highest Teacher Salary	$82154	$84142
Average Principal Salary (Elementary)	$94543	$104640
Average Principal Salary (Middle)	$99083	$107227
Average Principal Salary (High)	$108,995	$131,881

Superintendent Salary	$190266	$167564
Percent of Budget for Teacher Salaries	41.2 %	42.3%
Percent of Budget for Administrative Salaries	7.4 %	5.4%

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	31	33	34	33	33	35	42	43	46
Mathematics	26	22	24	38	41	43	40	40	43
Science	22	23	27	21	27	37	35	38	46
History-Social Science	23	22	19	25	27	29	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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	50	19	*	*
American Indian or Alaska Native	*	*	N/A	N/A
Asian	60	53	73	53
Filipino	49	40	43	29
Hispanic or Latino	27	18	21	16
Pacific Islander	*	*	*	*
White (not Hispanic)	79	29	*	*
Male	30	24	30	20
Female	40	24	25	19
Economically Disadvantaged	34	24	27	N/A
English Learners	11	10	9	5
Students with Disabilities	3	2	4	N/A
Students Receiving Migrant Education Services	8	15	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that

would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the Physical Fitness Testing Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	N/A
7	25.9
9	N/A

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 API Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	3	3	3
Similar Schools	7	6	8

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6089270

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-3	11	-6	665
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	10	11	-1	628
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26	11	-6	665
English Learners	-21	1	-15	603
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 AYP Web page.

AYP Overall and by Criteria (School Year 2007-08)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

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 AYP Web page.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	28.6

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0	0	0	0	0	0	3.1	3.5	4.4
Graduation Rate	0	0	0	0	0	0	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Currently, the district is negotiating with the local Trades Union and the feeder high school district to establish a vertical slice career technical educational program partnership which will provide students with structured pathways for immediate entry into technical apprenticeships; prepare them for additional vocational training; and or prepare them to enter 4-year college/university technical programs. However, at this time, there are no Career Technical Education Programs at this school. However, technology is integrated into all curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments as well as to provide them with the skills that are necessary to compete for jobs in a technology-based society.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the DataQuest Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. Instructional Planning and Scheduling
Professional Development

This section provides information on the annual number of school days dedicated to staff development for the

most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Professional development is driven by student data and directly linked to teaching and learning. All professional development opportunities are personalized to address the needs of all teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual needs at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities and teachers have multiple opportunities to select from a menu of ongoing staff development opportunities to broaden their knowledge, enhance their classroom management skills, and learning support strategies. Teachers have multiple opportunities to participate in District workshops; attend conferences; participate in District-sponsored new teacher workshops on classroom management, teaching and learning, etc.; in the Beginning Teacher Support and Assessment Program (BTSA); Peer Assistance and Review (PAR); and many literacy and teaching and learning seminars. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. Teacher selection for paid professional development activities is predicated on the value of the activity to identified student learning needs, teacher needs (based on assignment and performance data), and resource availability. To ensure that all school staff have the same opportunities for ongoing learning, the district offers classified staff a number of professional development activities that are designed to address their individual job descriptions. For example, classes are offered in Excel, eSchoolPlus, and other computer applications; safety and organizational maintenance; landscaping; and computer maintenance and repair. Similarly, administrators are offered ongoing professional development through their monthly meetings, professional organizations (Association of California School Administrators), and conferences.

To ensure that professional development opportunities are effective, teachers and administrators regularly analyze data and use their findings to inform decisions regarding teaching and learning, use of time, and overall professional development program integrity. To support teachers to implement new strategies, the site administrator makes frequent classroom visits and provides timely feedback to increase instructional effectiveness. In addition, the district employs literacy and math coaches who are available to work with teachers in developing and implementing appropriate and innovative instructional strategies that are aligned with the California Standards, are infused with higher level thinking skills, and are differentiated to accommodate the needs of all students.

Because teachers share "best practices", work towards common goals, collaboration and collegiality permeate the school culture. Consequently, teachers, as a group, realize the need to reach consensus about curriculum, instruction, discipline, teacher and program evaluation, and school operations. School wide and subject-area meetings are held routinely so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. In addition to collaborating with their peers, our teachers also collaborate with middle schools to articulate curricula, gather data on student performance with which to refine the instructional program, share best practices, and gain new perspectives.