



Clyde L. Fischer Middle School

School Accountability Report Card, 2008–2009

Alum Rock Union Elementary School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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School Accountability Report Card, 2008–2009 Alum Rock Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2008–2009 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2009_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

1720 Hopkins Dr.
San Jose, CA 95122
Principal: Nancy Gutierrez
Phone: (408) 928-7500

How to Contact Our District

2930 Gay Ave.
San Jose, CA 95127
Phone: (408) 928-6800
<http://www.arusd.org>



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» Principal's Message

Clyde L. Fischer Middle School is a school on the rise. We remain dedicated to our Fischer Mission Statement which is to empower our students to succeed through rigor, relevance and relationships. We are very proud of the growth we have made thus far and remain motivated to surpass even the highest expectations. Our success is due to a strong home-school partnership, a dedicated staff, the integration of cutting-edge technology and most importantly, hard working students dedicated to achieve.

Fischer Saints are resilient youngsters, empowered to succeed. We strongly believe that students learn best in a setting where they are well-known, where expectations are high, support is strong and where their voices are valued. We expect all of our students to become college graduates and return to our community to contribute to its wealth and growth. Our successful examples of community leadership coupled with our commitment to extend learning beyond the walls of the classroom setting have truly created an incomparable atmosphere. At Fischer, we dream, believe and achieve with great courage and integrity.

Fischer Middle School provides an academically challenging curriculum to support the development of student leaders and an atmosphere for students to mature socially and to develop into advocates for justice.

Nancy Gutierrez, PRINCIPAL

Grade range and calendar

6–8

TRADITIONAL

Academic Performance Index

686

County Average: 786

State Average: 760

Student enrollment

606

County Average: 681

State Average: 605

Teachers

33

County Average: 32

State Average: 28

Students per teacher

18

County Average: 22

State Average: 22

School Expenditures

Services provided by the regular program to enable underperforming students to meet standards:

Each teacher identifies students by the results of their California Standards Test scores and other pertinent assessments, and instruction is delivered and monitored according to specific student needs.

A data wall is constructed, which identifies whether or not students achieve at least 80% mastery of a given standard or skill. This wall is an interactive tool which allows teachers to identify the individual needs of students and provide support services.

The school's English Language Development (ELD) program consists of three ELD levels to meet the linguistic needs of English Learners:

ELD I- Newcomers program for recent arrivals and students who remain in need of intense support. Students are immersed in an accelerated English instructional program with a focus on acquiring language both through ELD instruction and in the core content areas with the integration of the California ELD and Reading Language Arts (RLA) content standards. Depending on their English acquisition rate, students may transition to mainstream classes.

ELD II- This strand serves the Beginning-Early Intermediate language acquisition levels. Students are immersed in an accelerated English instructional program with a focus on acquiring academic English both through ELD instruction and in the core content areas with the integration of the California ELD/RLA content standards.

ELD III- Students at this level have some academic English but need further ELD instruction.

All teachers at Fischer Middle School are qualified to teach and support English Learners in their acquisition of the English language and their overall grasp of content level standards. In addition, both the homeroom teacher and the academic counselor monitor these students' progress. The after school program coordinator also works closely with ELD students to support their academic progress.

The school's Special Education Program consists of a Resource Specialist Program (RSP) which has been restructured and renamed to an Integrated Services Program (ISP) and a Special Day Class (SDC) Program. The ISP program exposes the majority of students with special learning needs to the mainstream environment at the appropriate grade level. Students' case manager monitors the progress of the ISP students closely and collaborates frequently with the general education teacher. The Special Day Class program provides an inclusive setting for students to receive intensive support and to mainstream into general education classes as appropriate.

The Fischer Middle School Counseling Department works with every grade level to provide academic counseling support, motivating students to achieve higher standards. Students are aware of the amount of credits and the Grade Point Average needed to achieve the next grade level.

Services provided by categorical funds to enable underperforming students to meet standards:

After/Before School Intervention

Targeted Instruction

Saturday Academy

Computers for Youth

SPED Learning Center/ISP

Comprehensive professional development for all staff in the areas of reading, writing, math, ELD and differentiation

Safety

Fischer Middle School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any emergency. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Fischer Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last updated January 15, 2009. 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 and a Safety Resource Officer is available for daily support. Furthermore, all school visitors check-in at the front office for permission to be on campus and wear visitor's passes throughout their stay.

The Fischer Safety Plan has a comprehensive, enforceable, and continuous behavior policy, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, progressive discipline policy, set of rules and regulations and nondiscriminatory policy on students' rights and responsibilities. The Safety Plan is revised annually.

Buildings

The District makes every effort to ensure 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 are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded 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, ensure 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.

Parent Involvement

Fischer values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Fischer 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 weekly newsletter, which is written in Spanish and English. Because a home-school partnership is essential to student achievement, Fischer School provides a number of parent and community involvement opportunities. Parents are welcome and are encouraged to participate in our school. Parents may become members of decision-making and governing bodies such as the Superintendent's Parent Advisory Resource Committee (SPARC), District English Language Advisory Committee, School Site Council, English Language Advisory Committee and Parent Teacher Association. SSC meetings are held once a month where parents are given information regarding school matters and issues. Parents can volunteer for our school dances, field trips, yard supervision and more. English, College Awareness, Parenting and similar classes are also made available to and attended by parents in our school in cooperation with various agencies and organizations of the larger community.

In addition, all students new to Fischer attend a four hour Computers for Youth event in November, where each new family is given a free computer loaded with academic software. Parents are invited to academic exhibitions of student work throughout the school year as well as parent-teacher conferences (student-led conferences). Further, bimonthly parent cafés and monthly parent meetings are held to keep Fischer parents updated and informed. Parents are encouraged to give input on a regular basis and as they so desire.

Parents interested in additional information should contact the Fischer Community Liaison, Ms. Grimaldo at (408)928-7504 or the Fischer Principal, Ms. Gutierrez at (408)928-7506.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Fischer's API was 686 (out of 1000). This is an increase of 29 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 657. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all middle schools in California, our school ranked 2 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

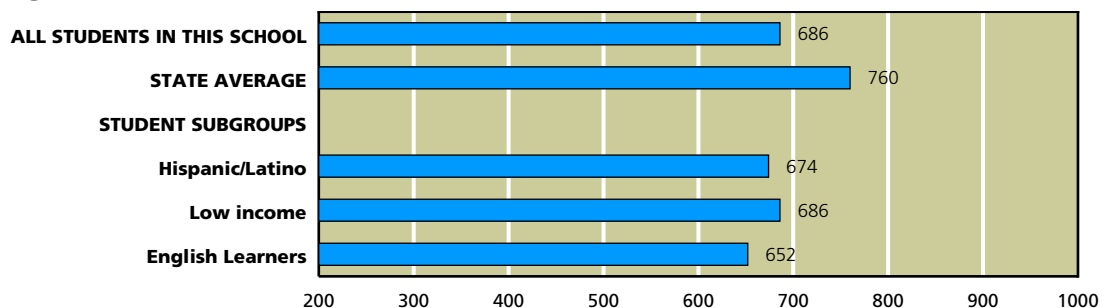
We met our assigned growth targets during the 2008–2009 school year. Just for reference, 50 percent of middle schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	686
Growth attained from prior year	+29
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2009



SOURCE: API based on spring 2009 test cycle. State average represents middle schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met nine out of 17 criteria for yearly progress. Because we fell short in eight areas, we did not make AYP.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2009	No

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

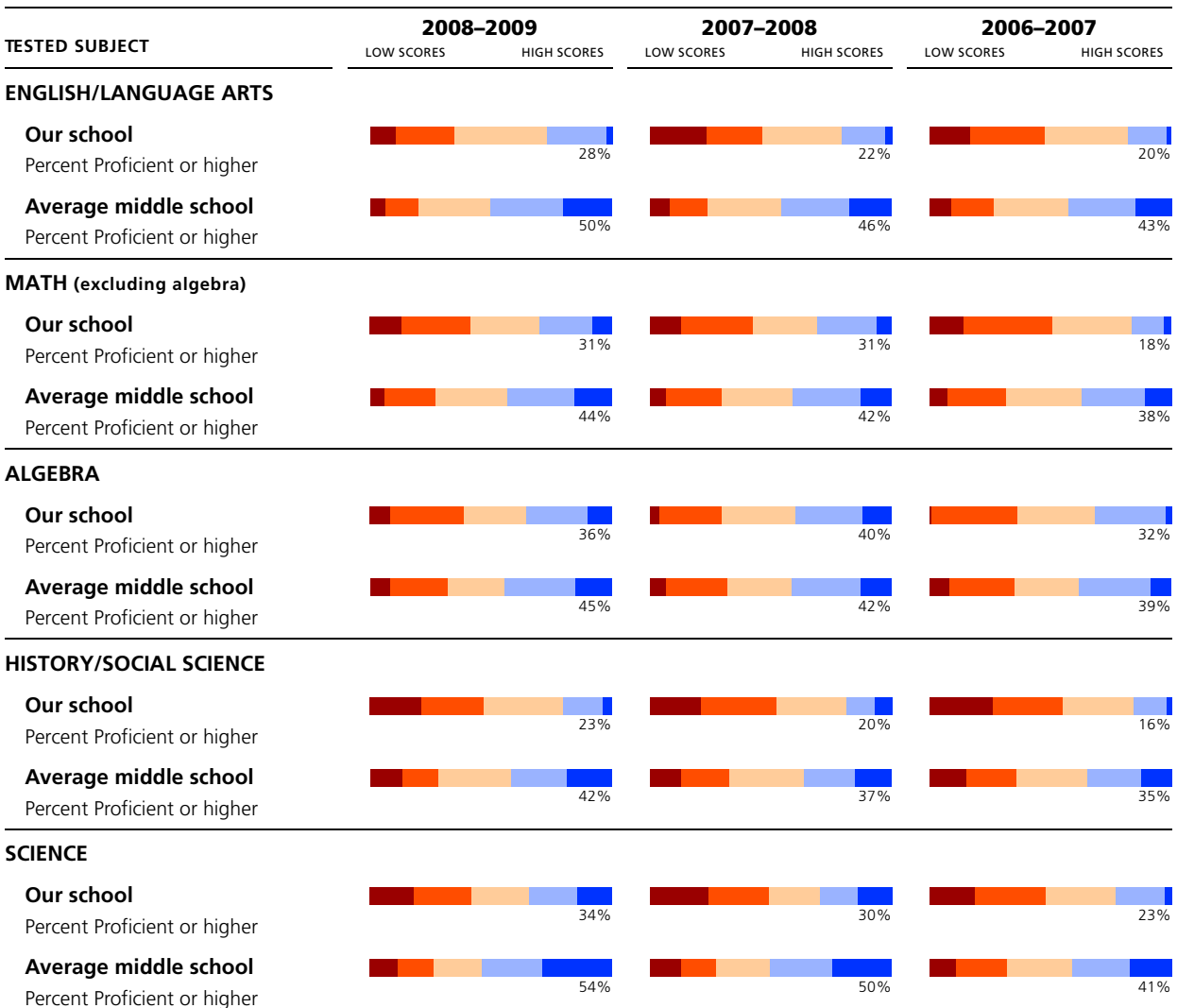
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2009 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			28%	92%	SCHOOLWIDE AVERAGE: About 22 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			61%	96%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			50%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

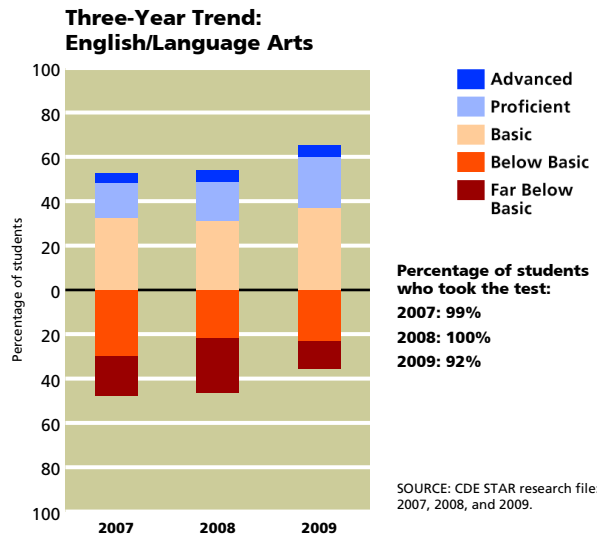
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			25%	303	GENDER: About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			33%	259	
English proficient			49%	273	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			9%	289	
Low income			29%	541	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	21	
Learning disabled	NO DATA AVAILABLE		N/A	15	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			29%	547	
Asian American			63%	36	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			26%	470	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			31%	70%	SCHOOLWIDE AVERAGE: About 13 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			52%	70%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			44%	75%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			30%	230	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			31%	195	
English proficient			47%	187	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			19%	238	
Low income			31%	411	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	14	
Learning disabled			3%	34	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			33%	391	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	28	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			27%	360	

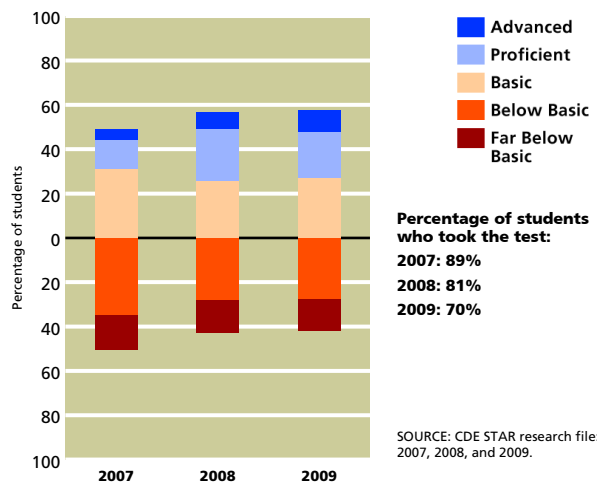
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.

Three-Year Trend: Math



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			36%	36%	SCHOOLWIDE AVERAGE: About nine percent fewer students at our school scored Proficient or Advanced than at the average middle school in California. About six percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			58%	35%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			45%	30%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			36%	90	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			35%	71	
English proficient			43%	88	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			26%	73	
Low income			36%	155	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	6	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			36%	158	
Hispanic/Latino			32%	133	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

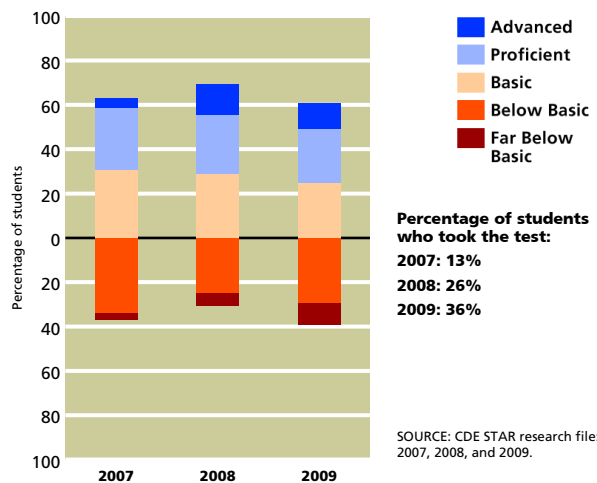
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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students' algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 36 percent of our seventh and eighth grade students took the algebra CST, compared with 30 percent of all middle school students statewide. You can review the **math** standards on the CDE's Web site.

Three-Year Trend: Algebra I



History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			23%	99%	SCHOOLWIDE AVERAGE: About 19 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			53%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

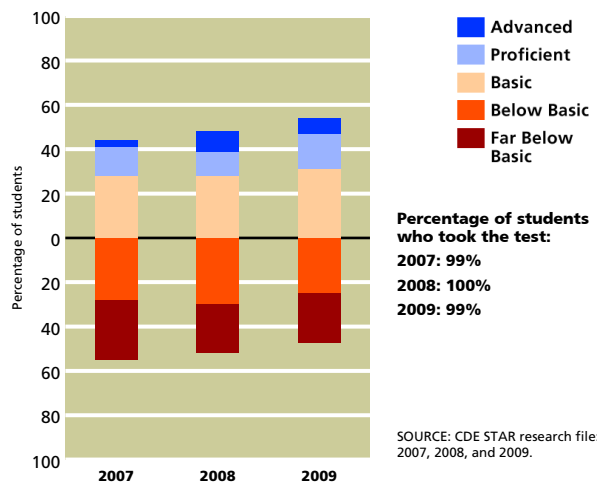
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			24%	132	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			20%	94	
English proficient			43%	96	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			7%	130	
Low income			23%	216	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	10	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	20	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			24%	206	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			20%	190	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.

Three-Year Trend: History/Social Science



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			34%	94%	SCHOOLWIDE AVERAGE: About 20 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			64%	96%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			54%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

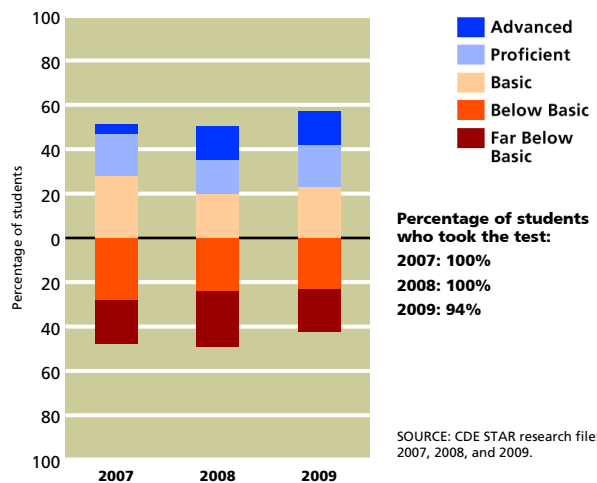
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			39%	122	GENDER: About ten percent more boys than girls at our school scored Proficient or Advanced.
Girls			29%	93	
English proficient			59%	95	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			15%	120	
Low income			36%	205	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	10	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	12	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			36%	203	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	12	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			34%	181	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE's Web site.

Three-Year Trend: Science



STUDENTS

Students' English Language Skills

At Fischer, 52 percent of students were considered to be proficient in English, compared with 81 percent of middle school students in California overall.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 289 students classified as English Learners. At Fischer, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	52%	78%	81%
English Learners	48%	22%	19%

SOURCE: Language Census for school year 2008–2009. County and state averages represent middle schools only.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	92%	71%	86%
Vietnamese	3%	12%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	3%	1%
Korean	0%	1%	1%
Khmer/Cambodian	0%	1%	1%
All other	3%	11%	7%

SOURCE: Language Census for school year 2008–2009. County and state averages represent middle schools only.

Ethnicity

Most students at Fischer identify themselves as Hispanic/Latino. In fact, there are about seven times as many Hispanic/Latino students as Asian/Pacific Islander students, the second-largest ethnic group at Fischer. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	3%	8%
Asian American/Pacific Islander	12%	31%	11%
Hispanic/Latino	85%	38%	48%
White/European American/Other	1%	28%	34%

SOURCE: CBEDS census of October 2008. County and state averages represent middle schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$39,220 a year (based on a family of four) in the 2008–2009 school year. At Fischer, all of the students qualified for this program, compared with 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	100%	39%	55%
Parents with some college	19%	65%	55%
Parents with college degree	8%	46%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 19 percent of the students at Fischer have attended college and eight percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 98 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Fischer varies from a low of 26 students to a high of 28. Our average class size schoolwide is 27 students. The average class size for middle schools in the state is 27 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	26	25
History	28	28	28
Math	27	27	27
Science	27	29	28

SOURCE: CBEDS census, October 2008. County and state averages represent middle schools only.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2008–2009	33	24	19
2007–2008	31	26	20
2006–2007	41	24	19
Expulsions per 100 students			
2008–2009	0	0	0
2007–2008	0	0	0
2006–2007	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

During the 2008–2009 school year, we had 197 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

LEADERSHIP, TEACHERS, AND STAFF

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	7	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	30%	14%	12%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	12%	37%	36%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	88%	63%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About 30 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other middle schools in California. Our teachers have, on average, seven years of experience. About 88 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 12 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	79%	94%	95%
Trainee credential holders	Percentage of staff holding an internship credential	21%	5%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	6%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 79 percent of the faculty at Fischer hold a full credential. This number is lower than the average for all middle schools in the state. About 21 percent of the faculty at Fischer hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of middle school teachers throughout the state hold trainee credentials. About six percent of our faculty hold an emergency permit. Very few middle school teachers hold this authorization statewide (just two percent). About 33 percent of the faculty at Fischer hold the secondary (single-subject) credential. This number is below the average for middle schools in California, which is 82 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	94%	28%	30%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	21%	6%	5%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as [out-of-field](#). The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail for algebra and science in the Out-of-Field Teaching table. About 94 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared with 30 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 21 percent of our teachers were working without full credentials, compared with five percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Algebra	Percentage of algebra courses taught by a teacher lacking the appropriate subject area authorization	83%	27%	25%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	100%	29%	33%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you'll find the percentage of algebra courses taught by teachers who lack subject-area authorization in math. While algebra teachers in some middle schools might not formally be required to hold this math subject-area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential, and which are primary grade levels requiring an elementary (multiple-subject) credential.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	1%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	1%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A

SOURCE: Data is from the California Department of Education, SARC research file.

The average percentage of courses in our district not taught by a "highly qualified" teacher is one percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is one percent, compared with zero percent statewide.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school has one full-time equivalent academic counselor, which is equivalent to one counselor for every 606 students. Just for reference, California districts employed about one academic counselor for every 608 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.25
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.25
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.

TECHNICAL NOTE ON DATA REGENCY: All data is the most current available as of December 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2008–2009 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



TEACHERS

Teacher Vacancies

KEY FACTOR	2007–2008	2008–2009	2009–2010
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	25	26	27
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES:

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2007–2008	2008–2009	2009–2010
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	0.00
2007–2008	0.00
2006–2007	0.00

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

This information was collected on 10/01/2008.

NOTES:

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
☒	English	☒	☒	☒	100%
☒	Math	☒	☒	☒	100%
☒	Science	☒	☒	☒	100%
☒	Social Science	☒	☒	☒	100%
☐	Foreign Languages	☐	☐	☐	
☐	Health	☐	☐	☐	
☐	Visual/Performing Arts	☐	☐	☐	

Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Holt Literature & Language Arts	Holt	2003
Language! 4 th Edition	Sopris West	2009
MATH		
Prentice Hall California Math	Pearson	2008
California Math Triumphs	Glencoe	2009
SCIENCE		
Focus on Science	Glencoe/McGraw Hill	2007
SOCIAL SCIENCE		
History Alive!	Teacher's Curriculum Institute	2006

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed on 11/24/2009 by Ed Villarreal Jr. The most recent facilities inspection occurred on 11/23/2009.

ADDITIONAL INSPECTORS: John Colendich.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	Fair	No apparent problems
A. Systems	Good	
1. Gas	Good	No apparent problems
2. Mechanical/HVAC	Good	No apparent problems
3. Sewer	Good	No apparent problems
B. Interior Surfaces	Fair	
1. Interior Surfaces	Fair	Girl's PE clock not working; graffiti/hole in wall girl's PE; sagging ceiling tiles, missing baseboards and broken tiles in shops; missing cabinet door in 34; torn stage curtain
C. Cleanliness	Fair	
1. Overall cleanliness	Fair	No apparent problems
2. Pest/Vermin	Fair	No apparent problems
D. Electrical Components	Good	
1. Electrical Components	Good	No apparent problems
E. Restrooms/Fountains	Fair	
1. Restrooms	Fair	Boy's PE restroom sink not working; 50's wing restroom used for storage
2. Drinking Fountains	Fair	Several faucets not working (11,12, Shops)
F. Safety	Good	
1. Fire Safety	Good	No apparent problems
2. Hazardous Materials	Good	No apparent problems

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
G. Structural	Good	
1. Structural Damage	Good	No apparent problems
2. Roofs/Gutters	Good	No apparent problems
H. External	Fair	
1. Windows/Doors/Gates/Fences	Fair	Repair center post for cafeteria doors
2. Playgrounds/School Grounds	Fair	Broken concrete in walkways; retaining wall by portables missing bricks

SCHOOL FINANCES, 2007–2008

We are required to report financial data from the 2007–2008 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2007–2008 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds (\$/student)	\$5,360.00	\$5,928.00	-9%	\$5,495	-2%
Restricted funds (\$/student)	\$4,277.00	\$3,236.00	32%	\$3,099	38%
Total (\$/student)	\$9,637.00	\$9,164.00	5%	\$8,594	12%

Compensation per Teacher

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half-time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Salary (\$/certificated staff)	\$48,159.00	\$65,216.00	-26%	\$72,020	-33%
Benefits (\$/certificated staff)	\$11,684.00	\$13,472.00	-13%	\$15,548	-24%
Total (\$/certificated staff)	\$59,844.00	\$78,688.00	-23%	\$87,568	-31%

* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	606
African American	2%
American Indian or Alaska Native	0%
Asian	5%
Filipino	4%
Hispanic or Latino	85%
Pacific Islander	3%
White (not Hispanic)	1%
Multiple or no response	0%
Socioeconomically disadvantaged	94%
English Learners	54%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	165
Grade 7	220
Grade 8	221
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2008.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2006–2007	2007–2008	2008–2009
English	30	26	26
History	33	28	28
Math	30	24	27
Science	31	31	27

SOURCE: CBEDS, October 2008.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2006–2007			2007–2008			2008–2009		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	4	19	15	17	22	3	6	28	2
History	1	7	11	4	14	1	1	12	2
Math	2	10	8	9	22	0	1	18	2
Science	2	9	9	0	13	0	1	16	2

SOURCE: CBEDS, October 2008.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2006–2007	2007–2008	2008–2009	2008–2009
With Full Credential	26	28	26	647
Without Full Credential	5	7	7	87
Teaching out of field	8	4	8	N/A

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	25%	36%	30%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/ language arts	20%	23%	26%	33%	35%	38%	43%	46%	50%
History/social science	16%	20%	22%	27%	29%	33%	33%	36%	41%
Mathematics	19%	33%	31%	41%	43%	47%	40%	43%	46%
Science	23%	31%	33%	27%	37%	38%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2008–2009	HISTORY/ SOCIAL SCIENCE 2008–2009	MATHEMATICS 2008–2009	SCIENCE 2008–2009
African American	18%	N/A	8%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	59%	38%	73%	46%
Filipino	48%	N/A	57%	N/A
Hispanic or Latino	23%	20%	27%	32%
Pacific Islander	31%	N/A	31%	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Boys	22%	24%	30%	36%
Girls	31%	20%	31%	29%
Economically disadvantaged	29%	23%	31%	35%
English Learners	8%	7%	20%	14%
Students with disabilities	3%	0%	2%	0%
Students receiving migrant education services	18%	36%	32%	62%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

NAEP: California's 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state's students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation's Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state's fourth and eighth graders with their peers in the U.S. in reading and math.

SUBJECT AND GRADE LEVEL	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation's and California's students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

SUBJECT AND GRADE LEVEL	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

SOURCE: School Accountability Report Card unit of the California Department of Education.

For further information, you can read what the California Department of Education says about the [differences between the California Standards Tests and the National Assessment of Educational Progress](#). The NAEP Web site includes background information for parents about the [Nation's Report Card](#). Educators can learn more by going to the [NAEP Web site](#).

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all middle schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	2	1	2
Similar-schools rank	7	6	8

SOURCE: The API Base Report from August 2009.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	-24	+22	+29	686
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	-18	+25	+28	674
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	-24	+22	+29	686
English Learners	-23	+10	+23	652
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 590 or growth of at least one point

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2004
Number of schools currently in PI	7
Percentage of schools currently in PI	25%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2009.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2007–2008			
Total expenses	\$124,016,638	N/A	N/A
Expenses per student	\$9,148	\$8,267	\$8,594
FISCAL YEAR 2006–2007			
Total expenses	\$111,397,673	N/A	N/A
Expenses per student	\$8,491	\$7,789	\$8,117

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$46,567	\$41,866
Midrange teacher's salary	\$72,497	\$68,220
Highest-paid teacher's salary	\$84,619	\$86,536
Average principal's salary (middle school)	\$102,249	\$111,405
Superintendent's salary	\$198,739	\$178,938
Percentage of budget for teachers' salaries	41%	42%
Percentage of budget for administrators' salaries	7%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.