



# Armona Elementary School

14045 Pimo Street Armona, CA • (559) 583-5013

Randy Howard, Principal

## School Accountability Report Card

### Mission Statement

Our mission is to prepare students with a solid foundation of academic skills, knowledge, reasoning, and values. We strive to do this by providing students with an environment conducive to learning and a quality curriculum, which keeps them actively involved throughout the instructional day. We want our students to be able to apply academic principles and critical thinking skills to solve real world problems relevant to their lives. This includes the ability to work together, to communicate well, and to share knowledge with others.

### School Profile

Our school is a K-4 elementary school with nearly 600 students. We are in our second year of all day kindergarten. For grades K-3, each grade has six classrooms, fourth grade has four classes, and we have two special education teachers who work with students who have learning disabilities.

A well-rounded education is our goal, and we believe subjects like art, music, and physical education are important parts of a child's education, as well as all of the traditional academic disciplines.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	5.3%
American Indian	1.1%
Asian	0.5%
Caucasian	20.1%
Filipino	0.9%
Hispanic	71.6%
Pacific Islander	0.0%
Multiple or No Response	0.5%

### Enrollment By Program

During the 2006-07 school year, 567 students were enrolled at Armona Elementary, of which 5.8% were students with disabilities, 43.6% were English Learners, and 86.2% were socioeconomically disadvantaged.

### School Leadership

Staff Meetings are held each month to discuss issues of instruction and school programs. After-school tutoring and summer school programs have been implemented to help serve at risk students. Student progress is tracked regularly. Grade level meetings are also held monthly to allow for a free exchange of ideas between teachers at the same grade level.

### Parent Involvement

School Site Council is an opportunity for parents to be involved in the decisions about programs operating at school and funding of those programs. School Site Council members have a chance to voice their opinions about what is working or not working at school, so that school improvements can be made.

Parent Literacy Nights are held periodically during the school year to help parents work with their children in the areas of reading, writing, and math. Take home activities have been shared and authors have been invited to talk with students and parents, and to encourage the reading-writing connection.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Armona Elementary at (559) 583-5013.

## School Facilities

Armona Elementary School was built in 1952 and modernized in 1988. The school is situated on 9.9 acres and facilities span 34,000 square feet. They include 16 permanent classrooms, 16 portable classrooms, administrative offices, a library, a cafeteria, and playgrounds.

The facility strongly supports teaching and learning through its ample classroom and playground space. The playground area is spacious for students to use during recess and P.E. times. A new portable classroom is being ordered for enrollment growth. Facility information was current as of February 15, 2008.

School Facility Conditions				
Date of Last Inspection: 08/13/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



## Maintenance and Repair

Armona Elementary is well maintained and safety is stressed continually. The district maintenance supervisor is proactive and conducts inspections at school sites on a continual basis. 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. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

## Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Two custodians do an excellent job keeping the site clean and responding quickly to maintenance work requests.

## 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 floor systems. For the 2007-08 school year, the District budgeted \$76,925 for the deferred maintenance program. This represents 0.9% of the District's general fund budget.

## Deferred Maintenance Projects

For the 2007-08 school year, the district's governing board approved deferred maintenance projects for this school that will result in new paint, air conditioning repairs, and new carpeting. The district's complete deferred maintenance plan is available at the district office.

## Safe School Plan

Safety of students and staff is a primary concern of Armona Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. A committee of staff and community members worked together to put together a District Safety Manual which covers general safety and emergency procedures. It also includes injury and illness prevention and pest management, and has some standard forms to complete for various safety and training documentation purposes.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in August 2007. A copy of the plan is available to the public at the school and district offices.

## Teacher Assignment

Armona Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Armona Elementary had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	27	27	29	82
Without Full Credentials	0	0	0	3
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	1	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>2</b>	<b>1</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	92.90%	7.10%
District	92.00%	8.00%
High-Poverty Schools in District	96.00%	5.00%
Low-Poverty Schools in District	0.00%	0.00%

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates five days to staff development annually.

## Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution												
	Average Class Size			Classrooms Containing:									
	05	06	07	1-20 Students			21-32 Students			33+ Students			
K	28	24	20	0	0	5	4	4	0	0	0	0	0
1st	19	19	20	5	6	5	0	0	0	0	0	0	0
2nd	19	17	19	6	6	6	0	0	0	0	0	0	0
3rd	18	20	20	5	6	6	0	0	0	0	0	0	0
4th	24	29	28	0	0	0	4	3	4	0	0	0	0
K-3	19	16	0	1	1	0	0	0	0	0	0	0	0

## Instructional Materials

Armona Union Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Armona Union Elementary School District held a Public Hearing on September 12, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-4	English/ Language Arts	Houghton Mifflin	2000	Yes
K-4	History/Social Studies	Harcourt	2007	Yes
K-4	Mathematics	Houghton Mifflin	1999	Yes
K-4	Science	Harcourt	2008	Yes

## Additional Internet Access/Public Libraries

AUESD shares a satellite library with the County of Kings. The library is used by Parkview Middle School during the day and is kept open until 4 o'clock three days per week and until 6 o'clock two days per week. The library is accessible to both school children and the public. It has 13 computers of which all are connected to the Internet.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## Federal Intervention Program

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	25.00%



## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	3	3	4	
Similar Schools Rank	4	7	5	
All Students				
Actual Growth	19	44	9	723
Socioeconomically Disadvantaged				
Actual Growth	29	45	2	715
Hispanic				
Actual Growth	13	44	9	712
Caucasian				
Actual Growth	55	2	1	756
English Learners				
Actual Growth	-	67	25	747

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*



## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																		
Combined % of Students Scoring at Proficient and Advanced Levels																		
	Language Arts						Math											
	2		3		4		2		3		4							
	05	06	07	05	06	07	05	06	07	05	06	07						
<b>All Students</b>																		
<b>School</b>	<b>18</b>	<b>35</b>	<b>30</b>	<b>22</b>	<b>35</b>	<b>38</b>	<b>24</b>	<b>24</b>	<b>27</b>	<b>40</b>	<b>55</b>	<b>46</b>	<b>47</b>	<b>50</b>	<b>58</b>	<b>25</b>	<b>27</b>	<b>33</b>
District	19	34	29	20	33	37	28	23	25	39	52	46	44	47	57	27	26	30
State	42	47	48	31	36	37	47	49	51	56	59	59	54	58	58	50	54	56
<b>Males</b>																		
<b>School</b>	<b>13</b>	<b>24</b>	<b>31</b>	<b>15</b>	<b>32</b>	<b>37</b>	<b>28</b>	<b>24</b>	<b>22</b>	<b>46</b>	<b>50</b>	<b>48</b>	<b>40</b>	<b>49</b>	<b>57</b>	<b>25</b>	<b>34</b>	<b>32</b>
District	15	26	30	13	31	36	34	21	19	46	50	47	37	45	55	29	31	29
State	39	43	44	29	33	33	44	46	48	58	59	59	56	58	58	50	54	56
<b>Females</b>																		
<b>School</b>	<b>23</b>	<b>50</b>	<b>29</b>	<b>30</b>	<b>38</b>	<b>40</b>	<b>20</b>	<b>24</b>	<b>31</b>	<b>33</b>	<b>62</b>	<b>44</b>	<b>54</b>	<b>50</b>	<b>60</b>	<b>25</b>	<b>21</b>	<b>33</b>
District	23	44	28	28	36	39	21	24	32	31	56	44	51	50	58	25	22	32
State	45	50	53	35	39	41	52	54	55	55	57	58	54	56	57	51	55	58
<b>Migrant Education</b>																		
<b>School</b>	<b>10</b>	<b>29</b>	<b>18</b>	<b>0</b>	<b>29</b>	<b>33</b>	<b>20</b>	<b>13</b>	<b>*</b>	<b>40</b>	<b>71</b>	<b>45</b>	<b>31</b>	<b>65</b>	<b>92</b>	<b>20</b>	<b>13</b>	<b>*</b>
District	10	28	18	0	29	33	20	14	0	40	71	45	31	65	92	20	13	0
State	16	21	24	10	13	15	20	25	25	37	41	42	35	39	41	32	37	40
<b>Socioeconomically Disadvantaged</b>																		
<b>School</b>	<b>17</b>	<b>35</b>	<b>30</b>	<b>21</b>	<b>36</b>	<b>34</b>	<b>23</b>	<b>21</b>	<b>21</b>	<b>40</b>	<b>59</b>	<b>48</b>	<b>47</b>	<b>51</b>	<b>57</b>	<b>25</b>	<b>25</b>	<b>29</b>
District	18	34	30	20	36	33	22	20	19	40	58	48	46	50	56	24	26	28
State	28	33	35	17	22	23	32	35	36	45	48	48	44	46	47	38	42	45
<b>Hispanic</b>																		
<b>School</b>	<b>15</b>	<b>38</b>	<b>27</b>	<b>19</b>	<b>32</b>	<b>39</b>	<b>25</b>	<b>16</b>	<b>19</b>	<b>41</b>	<b>61</b>	<b>46</b>	<b>42</b>	<b>51</b>	<b>62</b>	<b>25</b>	<b>21</b>	<b>27</b>
District	15	38	27	19	31	38	25	15	17	41	60	47	41	51	62	24	20	25
State	28	33	35	17	22	23	32	35	37	44	47	48	43	46	48	38	43	46
<b>Caucasian</b>																		
<b>School</b>	<b>25</b>	<b>33</b>	<b>41</b>	<b>40</b>	<b>48</b>	<b>37</b>	<b>36</b>	<b>44</b>	<b>61</b>	<b>46</b>	<b>50</b>	<b>55</b>	<b>71</b>	<b>59</b>	<b>48</b>	<b>27</b>	<b>44</b>	<b>50</b>
District	29	33	39	30	44	34	45	38	57	42	46	52	58	50	45	32	42	43
State	61	65	66	51	55	56	68	69	71	73	74	74	70	73	72	65	68	70
<b>English Learners</b>																		
<b>School</b>	<b>16</b>	<b>41</b>	<b>29</b>	<b>10</b>	<b>34</b>	<b>40</b>	<b>16</b>	<b>14</b>	<b>23</b>	<b>39</b>	<b>67</b>	<b>47</b>	<b>40</b>	<b>60</b>	<b>75</b>	<b>23</b>	<b>22</b>	<b>36</b>
District	16	42	29	11	34	41	16	13	21	39	67	47	40	59	75	23	21	33
State	23	27	30	12	15	15	19	24	24	43	45	46	40	41	42	32	36	39

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country.

In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics.

The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	05	06	07	05	06	07
All Students						
School	28	29	44	48	46	65
District	30	28	43	47	45	64
State	36	37	38	55	55	56
Males						
School	19	27	42	35	44	59
Females						
School	38	31	46	60	48	73
Migrant Education						
School	*	24	33	*	65	83
Socioeconomically Disadvantaged						
School	29	29	40	50	46	65
Hispanic						
School	25	23	42	44	43	68
Caucasian						
School	54	52	50	85	59	57
Students with Disabilities						
School	9	*		18	*	
English Learners						
School	14	26	40	43	51	72

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Discipline & Climate for Learning

The District has a Board-approved K-8 Discipline Policy that sets standards for behavior and classroom learning. This policy not only provides consequences for unacceptable behavior and lack of effort in the classroom, but it also provides awards and special activities for good behavior and academic achievement in school.

A new assistant principal has been added in the 2007-08 school year to help with discipline and yard supervision. He is also working to assess and monitor the learning of our ELL students.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	197	156	193	387	309	333
Suspension Rate	37.60%	29.16%	34.04%	37.83%	27.30%	22.27%
Expulsions	5	1	7	29	13	17
Expulsion Rate	0.95%	0.19%	1.23%	2.83%	1.15%	1.14%

## Counseling & Support Staff

It is the goal of Armona Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Armona Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	1	1.0
Speech/Language/Hearing Specialist	1	0.8



## District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2005-06 school year.

The "Expenditures Per Pupil" table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

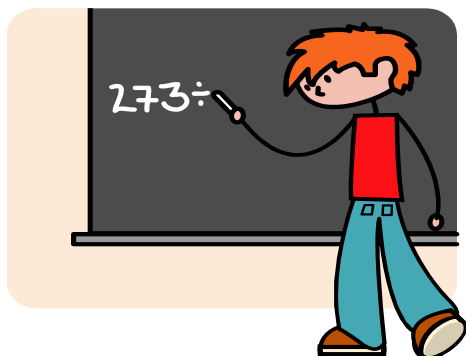
Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,687
From Restricted Sources	\$1,745
From Unrestricted Sources	\$4,942
District	
From Unrestricted Sources	\$4,205
Percentage of Variation between School & District	17.53%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	0.02%

## District Revenue Sources

In addition to general fund State funding, Armona Union Elementary School District receives state and federal categorical funding for special programs.

For the 2005-06 school year, the district received approximately \$2,148 per student in federal and state aid for the following categorical, special education, and support programs:

- Lottery/Prop 20
- Migrant Education
- Title II, A
- Title II, D
- Title III, LEP
- California Beginning English Tutoring
- School Safety and Violence
- Special Education
- EIA/LEP
- School Improvement
- BTSA/PAR
- Family Resource Center



## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$37,846	\$36,760
Mid-Range Teachers	\$54,128	\$52,816
Highest Teachers	\$65,670	\$64,666
Elementary School Principals	\$83,242	\$83,075
Middle School Principals	\$83,242	\$86,138
High School Principals	-	-
Superintendent	\$101,365	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.3%	38.5%
Administrative Salaries	7.0%	6.4%

## School Site Teacher Salaries

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2005-06 school year.

The "Average Teacher Salaries" table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$43,198
District	\$54,600
Percentage of Variation	20.89%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	20.20%

## Data Sources

Data within the SARC was provided by Armona Union Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.