

Armona Union Elementary School District

Parkview Middle School

2008-2009 School Accountability Report Card

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Mission Statement

Our mission statement is to assess, assist, and educate the whole child. We want every student to be the best they can be!

School Profile

Parkview Middle School is located in a rural area of Kings County. The school was built in 1965. In the 2007-08 school year, the school served 391 students in grades five through eight. The community prides itself on being small, but proud. Our school motto is, "Where Kids Come First".

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	5.2%
American Indian	0.7%
Asian	1.2%
Caucasian	17.5%
Filipino	0.2%
Hispanic or Latino	75.1%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

The District has Board-approved K-8 Discipline Policy that sets standards for behaviors, social parameters and homework practices. The District Policy also has monthly and trimester "rewards" for students who display positive social and academic traits. Teachers are inserviced on techniques and programs to help children grow and adjust well to the school environment. Students of the month are recognized by teachers each month. We have an active student council. Students who achieve honor roll three quarters are eligible to attend a school sponsored trip.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	140	161	186	333	242	219
Suspension Rate	33.2%	38.7%	45.8%	22.3%	14.4%	12.3%
Expulsions	10	21	186	17	22	7
Expulsion Rate	2.4%	5.0%	45.8%	1.1%	1.3%	0.4%

Class Size

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

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
07	08	09	07	08	09	07	08	09	07	08	09	
By Grade Level												
5	30	26	26	-	-	-	3	4	4	-	-	-
6	27	31	26	-	-	-	4	3	4	-	-	-
By Subject Area												
English	26	25	23	-	3	4	24	21	4	-	-	-
Mathematics	26	25	23	-	-	4	8	8	4	-	-	-
Science	26	25	23	-	1	4	8	7	4	-	-	-
Social Science	26	25	23	-	1	4	8	7	4	-	-	-

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 seven days to staff development annually.

Counseling & Support Staff

It is the goal of Parkview Middle 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 academic counselor to pupil ratio is 1:391.

The table lists the support service personnel available at Parkview Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.5
Library Media Aide	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Speech and Language Specialist	1	0.2

Teacher Assignment

Armona Union Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Parkview Middle had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	18	19	19	164
Without Full Credentials	2	2	3	5
Working Outside Subject	0	4	4	4

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 semester or year.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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	100.0%	0.0%
District	99.2%	0.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

School Leadership

At Parkview Middle School we have a diverse student population. We endeavor to assess, assist and educate the whole student. We believe we have a very strong instructional program!

We look on the educational process as a shared responsibility. Beginning with fifth graders, we emphasize the separate roles that each of us play—teachers, students, parents, student support personnel, and administrators. At the same time we look forward to working together for the benefit of our students. The curriculum of the Parkview Middle School is appropriately aligned with state-adopted standards and guidelines.

Moreover, it is constantly being reviewed with an eye towards improvement. The Superintendent and Site Principal supervise the implementation of all K-8 curriculums and other District programs through regular classroom visitations.

Parent Involvement

Parents are always welcomed at Parkview Middle School. They are encouraged to attend student conferences and become involved in their student's activities. School Site Council is an opportunity for parents to be involved in the decisions about programs operating at school and funding 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.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Parkview Middle at: (559) 583-5020.

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 24, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, visual and performing arts textbooks, 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 used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt	2003	Yes	0.0%
5th	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
5th	History/Social Studies	Harcourt	2007	Yes	0.0%
6th-8th	History/Social Studies	Holt	2006	Yes	0.0%
5th	Mathematics	Harcourt	2008	Yes	0.0%
6th-8th	Mathematics	Holt	2008	Yes	0.0%
5th	Science	Harcourt	2008	Yes	0.0%
6th-8th	Science	Holt	2007	Yes	0.0%

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.

School Facilities

Parkview Middle School was built in 1965 and modernized in 2004. The school is situated on 7.9 acres and facilities span 21,000 square feet. They include 14 permanent classrooms, seven portable classrooms, administrative offices, a library, a multipurpose room, a computer lab, and playground. Playground space at Parkview is ample and the school has two outside areas for basketball and a separate fifth and sixth grade playground area. Parkview continues to have a double lunch to enable students to have a less crowded play area and shorter lunch lines. Additionally, the Parkview site has access to a large indoor gymnasium that is part of a community center complex.

The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of January 9, 2009.

Maintenance and Repair

Parkview Middle School is well maintained and safety is stressed continually. District maintenance supervisors are proactive and conduct 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.

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 2008-09 school year, the District budgeted \$46,759 for the deferred maintenance program. This represents 1.0% of the District's general fund budget.

Deferred Maintenance Projects

For the 2008-09 school year, the district's governing board approved deferred maintenance projects for this school that will result in new paving and electrical upgrades. The district's complete deferred maintenance plan is available at the district office.

School Facility Conditions				
Date of Last Inspection: 08/04/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safe School Plan

Safety of students and staff is a primary concern of Parkview Middle 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 May 2008. A copy of the plan is available to the public at the school and district offices.

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	23	30	28	32	33	40	43	46	50
Mathematics	17	17	28	28	27	32	40	43	46
Science	16	30	41	19	27	41	38	46	50
History/Social Science	22	24	49	16	19	35	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	23	27	33	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	25	24	39	49
Pacific Islander	*	*	*	*
Caucasian	39	40	49	62
Males	25	27	42	56
Females	30	29	40	43
Socioeconomically Disadvantaged	27	26	42	47
English Learners	12	9	17	29
Students with Disabilities	10	15	12	*
Migrant Education	13	21	32	*

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

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	In PI	In PI
First Year in PI	2006-2007	2008-2009
Year in PI (2009-10)	Year 4	Year 2
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	40.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% 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
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	2	2	2	
Similar Schools Rank	1	1	3	
All Students				
Actual Growth	14	34	30	693
Socioeconomically Disadvantaged				
Actual Growth	15	35	32	686
Hispanic or Latino				
Actual Growth	19	39	36	688
Caucasian				
Actual Growth	-24	31	17	716
English Learners				
Actual Growth	20	32	57	700

Physical Fitness

In the spring of each year, Parkview Middle is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6%	23.5%	36.3%
7	17.9%	19.0%	40.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,934	\$38,481
Mid-Range Teachers	\$59,975	\$55,789
Highest Teachers	\$72,763	\$70,849
Elementary School Principals	\$92,234	\$88,862
Middle School Principals	\$81,994	\$94,015
High School Principals	-	\$97,594
Superintendent	\$112,314	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.6%	37.2%
Administrative Salaries	5.9%	6.6%

School Site Teacher Salaries

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 state.

Average Teacher Salaries	
School & District	
School	\$50,342
District	\$61,500
Percentage of Variation	18.15%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	10.56%

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 2007-08 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	\$7,263
From Restricted Sources	\$2,952
From Unrestricted Sources	\$4,311
District	
From Unrestricted Sources	\$8,381
Percentage of Variation between School & District	48.56%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	21.79%

District Revenue Sources

For the 2007-08 school year, the district received approximately \$4,927 per student in federal and state aid for the following categorical, special education, and support programs:

- Lottery/Prop 20
- Migrant Education
- Title I
- 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
- Arts and Musi Block Grant
- CAHSEE Intensive Instruction
- High Priority School Grant
- Discretionary Block Grant

Data Sources

Data within the SARC was provided by Armona Union Elementary School District, retrieved from the 2008-09 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 may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.