

# First Avenue Middle School

School Accountability Report Card, 2012–2013  
Arcadia Unified School District



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



# First Avenue Middle School

## School Accountability Report Card, 2012–2013 Arcadia Unified 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 2012–2013 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://pub.schoolwisepress.com/sarc/links\\_2013\\_en.html](http://pub.schoolwisepress.com/sarc/links_2013_en.html)

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

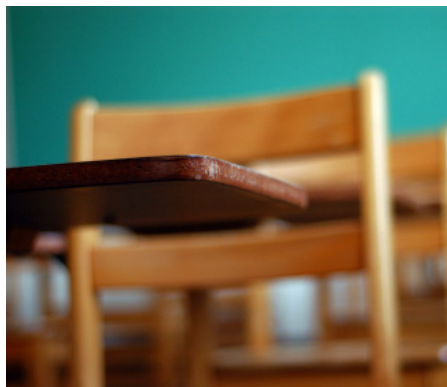
If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

301 South First Ave.  
Arcadia, CA 91006  
Principal: Jeffrey Wilson  
Phone: (626) 821-8362

### How to Contact Our District

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<http://district.ausd.net/home/index.asp>



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# First Avenue Middle School

School Accountability Report Card, 2012–2013  
Arcadia Unified School District

## » Principal's Message

We are proud of the excellent middle school program at First Avenue. Our teachers and staff work hard to provide the support needed for every child to meet or exceed our high expectations. We have very strong beliefs that guide everything we do at First Avenue Middle School. We believe middle school students are young people in transition between childhood and adulthood. They have very distinctive physical, intellectual, social, and emotional needs that set them apart from elementary and high school students. We care very much about how students progress through middle school and the program has been planned to address student needs in a way that will help them feel safe and successful as they grow and make developmental changes. We strive to provide a stable yet flexible environment that will meet students' needs while challenging them to excel academically.

First Avenue is an educational community that promotes an environment of academic challenge with high expectations for student learning and strong character development. The school is centered on nurturing the educational spirit of each student in a safe learning environment that accommodates diverse learning styles, the pursuit of powerful learning through experimentation and exploration, and the opportunity to do so without fear of failure.

Instruction at First Avenue focuses on a thinking, meaning-centered curriculum. Lessons take a variety of forms, incorporate a variety of methods of student assessment, and allow for student self-directed learning through exploration of a broad range of materials and activities.

Students at First Avenue are involved in activities at school that help them grow in self-confidence, self-discipline, and self-esteem. The development of these personal attributes leads to an increase in learning competency, perseverance, and preparedness for the future.

Jeffrey Wilson, PRINCIPAL

### Grade range and calendar

**6–8**

TRADITIONAL

### Academic Performance Index

**965**

County Average: 785

State Average: 792

### Student enrollment

**789**

County Average: 826

State Average: 626

**Major Achievements**

- Our Academic Performance Index (API) continues to improve each year; it was 965 for the 2012–2013 school year. First Avenue Middle School is a top-3 L.A. County API middle school, and we continue to be placed in the top tier of all California middle schools.
- We continue to make progress on the goals we set in our Single Plan for Student Achievement. Growth continues across the board for First Avenue students. The total number of students who scored in the Proficient or Advanced level on the California Standards Tests (CST) in English/language arts increased by nearly seven percent over four years. Similarly, the three-year growth of students scoring Proficient or Advanced in mathematics has grown by a little over six percent. Over 98 percent of seventh grade algebra students scored Proficient or Advanced on the algebra portion of the CST. Finally, English Learners have shown steady growth in both mathematics and English/language arts and continue to meet their Annual Yearly Progress (AYP) goals.
- We are working to include many opportunities for students and parents to positively connect with the school through a variety of activities, including field trips, festivals, historical theme days, school dances, potlucks, Love & Logic parenting classes, Parent-Teacher-Student Association (PTSA), Spartan Days, Reflections, and Music Club.

**Focus for Improvement**

- Arcadia Unified School District (AUSD) is committed to providing a quality education for all students and has high standards and expectations for student success in school.
- The district continually improves and expands its curriculum by implementing new programs and broadening the instructional strategies used in the classroom.
- The First Avenue teachers are focusing on instructional strategies that will help all students meet the California Content Standards at their grade level. The Single Plan for Student Achievement was re-written for the 2012–2013 school year and remains focused on the school vision and mission statement, student assessment data, grades, curriculum, extracurricular support activities, interventions, and student guidance.

**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. 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.

| CALIFORNIA<br><b>API</b><br>ACADEMIC PERFORMANCE INDEX |            |
|--|------------|
| <b>Met schoolwide growth target</b>                    | <b>Yes</b> |
| <b>Met growth target for prior school year</b>         | <b>Yes</b> |
| <b>API score</b>                                       | <b>965</b> |
| <b>Growth attained from prior year</b>                 | <b>+11</b> |
| <b>Met subgroup* growth targets</b>                    | <b>Yes</b> |

First Avenue’s API was 965 (out of 1000). This is an increase of 11 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 2011–2012 test results, we started the 2012–2013 school year with a base API of 954. 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 10 out of 10.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

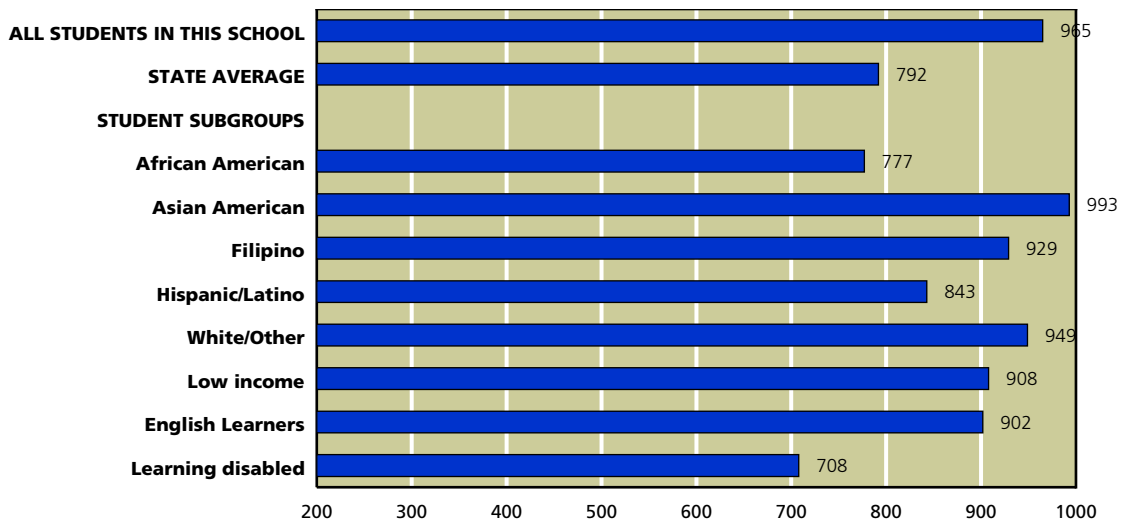
\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

**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 2012–2013 school year. Just for reference, 39 percent of middle schools statewide met their growth targets.

**API, Spring 2013**



SOURCE: API based on spring 2013 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 16 out of 17 criteria for yearly progress. Because we fell short in one area, 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), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 89.2 percent on the English/language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 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<br><b>AYP</b><br>ADEQUATE YEARLY PROGRESS |            |
|---|------------|
| <b>Met AYP</b>                                    | <b>No</b>  |
| <b>Met schoolwide participation rate</b>          | <b>Yes</b> |
| <b>Met schoolwide test score goals</b>            | <b>Yes</b> |
| <b>Met subgroup* participation rate</b>           | <b>Yes</b> |
| <b>Met subgroup* test score goals</b>             | <b>No</b>  |
| <b>Met schoolwide API for AYP</b>                 | <b>Yes</b> |
| <b>Program Improvement school in 2013</b>         | <b>No</b>  |

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 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. 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, CMA OR CAPA? | DID 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? |
| <b>SCHOOLWIDE RESULTS</b>        | ●  | ●   | ●  | ●   |
| <b>SUBGROUPS OF STUDENTS</b>     |  |   |  |   |
| <b>Low income</b>                | ●  | ●   | ●  | ●   |
| <b>Students learning English</b> | ●  | ●   | ●  | ●   |
| <b>STUDENTS BY ETHNICITY</b>     |  |   |  |   |
| <b>Asian American</b>            | ●  | ●   | ●  | ●   |

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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.

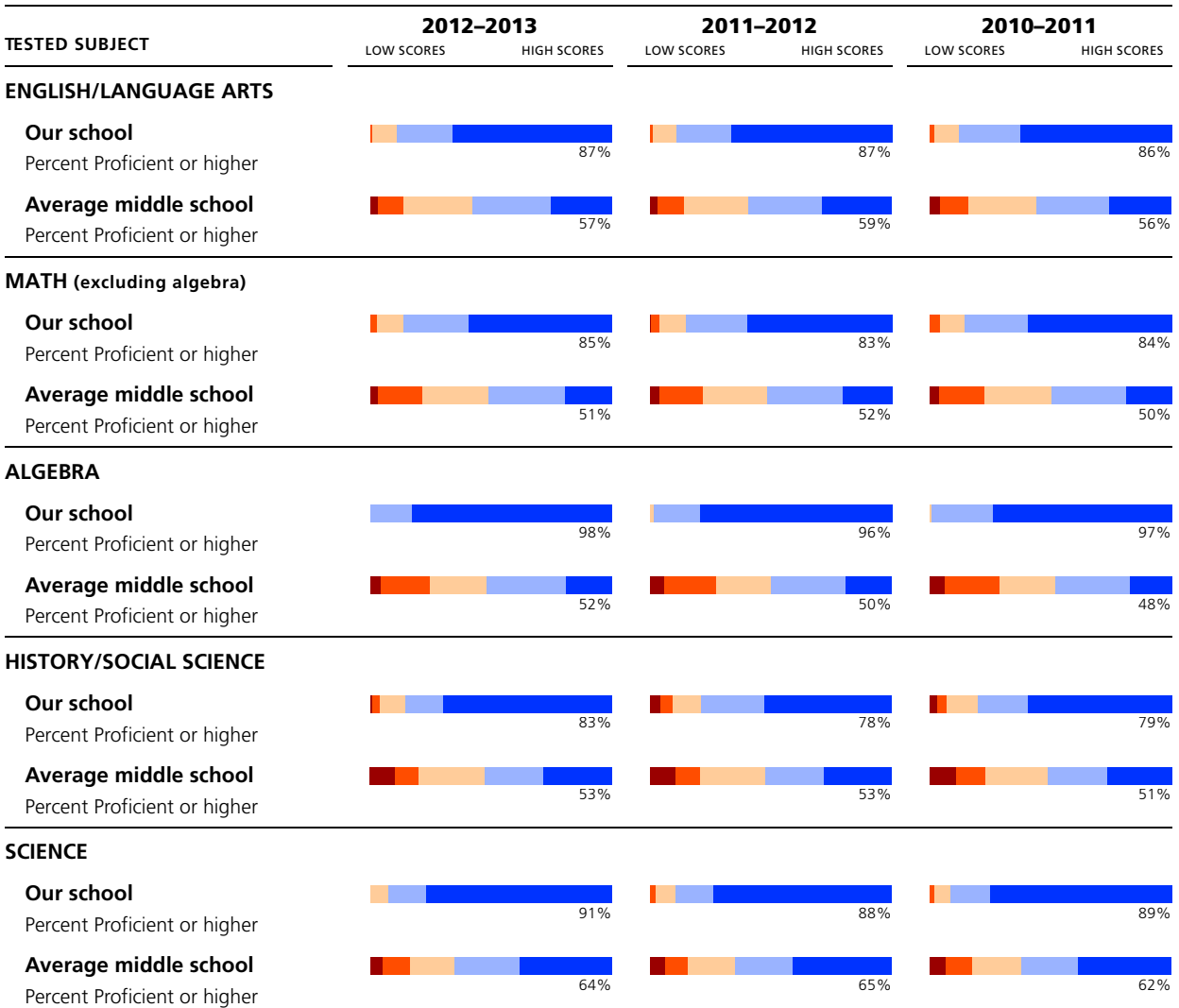
## STUDENT ACHIEVEMENT

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 2013 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

**HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH?** In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

**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 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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                  |            |             | 87%                    | 97%             | <b>SCHOOLWIDE AVERAGE:</b> About 30 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY |            |             | 55%                    | 93%             |  |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA |            |             | 57%                    | 93%             |  |

**Subgroup Test Scores**

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

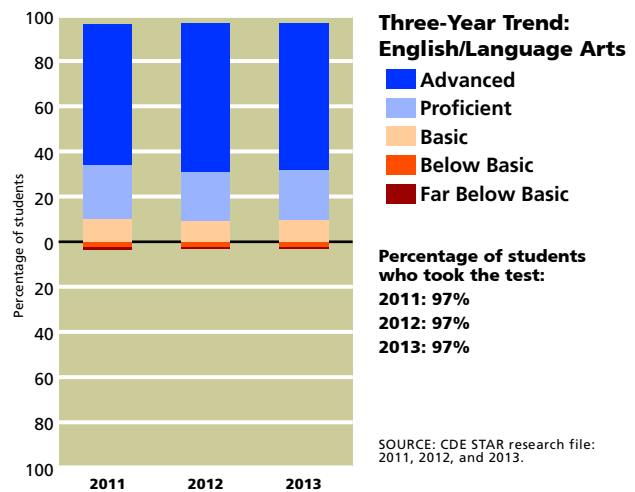
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

| GROUP                 | LOW SCORES        | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------|-------------------|-------------|------------------------|-----------------|---|
| Boys                  |                   |             | 86%                    | 383             | <b>GENDER:</b> About two percent more girls than boys at our school scored Proficient or Advanced.  |
| Girls                 |                   |             | 88%                    | 392             |   |
| English proficient    |                   |             | 92%                    | 722             | <b>ENGLISH PROFICIENCY:</b> 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%                    | 53              |   |
| Low income            |                   |             | 75%                    | 173             | <b>INCOME:</b> About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.  |
| Not low income        |                   |             | 91%                    | 599             |   |
| Learning disabled     | NO DATA AVAILABLE |             | N/A                    | 22              | <b>LEARNING DISABILITIES:</b> 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 |                   |             | 89%                    | 751             |   |
| Asian American        |                   |             | 92%                    | 561             | <b>ETHNICITY:</b> 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. |
| Filipino              |                   |             | 73%                    | 30              |   |
| Hispanic/Latino       |                   |             | 65%                    | 84              |   |
| White/Other           |                   |             | 88%                    | 85              |   |

SOURCE: The scores for the CST are from the spring 2013 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   |
|--|------------|-------------|------------------------|-----------------|--|
| <b>SCHOOLWIDE AVERAGE</b>                  |            |             | 85%                    | 64%             | <b>SCHOOLWIDE AVERAGE:</b> About 34 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| <b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b> |            |             | 50%                    | 70%             |  |
| <b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b> |            |             | 51%                    | 71%             |  |

### 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  |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| <b>Boys</b>                  |                               |             | 83%                    | 263             | <b>GENDER:</b> About four percent more girls than boys at our school scored Proficient or Advanced.   |
| <b>Girls</b>                 |                               |             | 87%                    | 246             |   |
| <b>English proficient</b>    |                               |             | 86%                    | 469             | <b>ENGLISH PROFICIENCY:</b> 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.                      |
| <b>English Learners</b>      |                               |             | 73%                    | 40              |   |
| <b>Low income</b>            |                               |             | 72%                    | 126             | <b>INCOME:</b> About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.  |
| <b>Not low income</b>        |                               |             | 89%                    | 380             |   |
| <b>Learning disabled</b>     | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 24              | <b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.                              |
| <b>Not learning disabled</b> |                               |             | 86%                    | 484             |   |
| <b>Asian American</b>        |                               |             | 95%                    | 338             | <b>ETHNICITY:</b> 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. |
| <b>Filipino</b>              | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 26              |   |
| <b>Hispanic/Latino</b>       |                               |             | 58%                    | 71              |   |
| <b>White/Other</b>           |                               |             | 73%                    | 61              |   |

SOURCE: The scores for the CST are from the spring 2013 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.

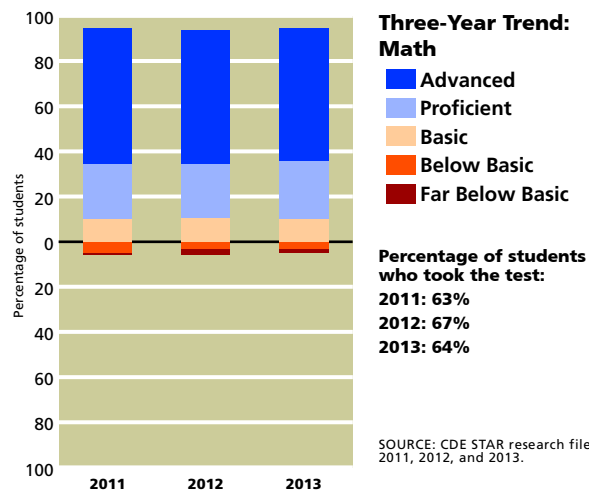
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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.

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.



### 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  |
|--|------------|-------------|------------------------|-----------------|---|
| <b>SCHOOLWIDE AVERAGE</b>                  |            |             | 98%                    | 42%             | <b>SCHOOLWIDE AVERAGE:</b> About 46 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About nine percent more students took algebra than did students in the average middle school in the state. |
| <b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b> |            |             | 50%                    | 34%             |   |
| <b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b> |            |             | 52%                    | 33%             |   |

### Subgroup Test Scores

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

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

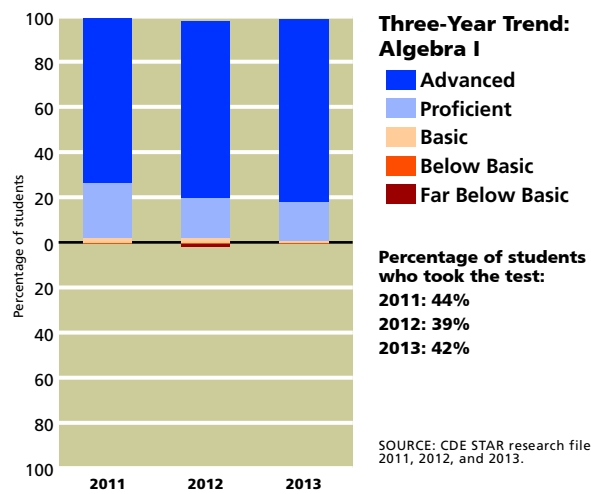
| GROUP                        | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| <b>Boys</b>                  |                               |             | 97%                    | 108             | <b>GENDER:</b> About two percent more girls than boys at our school scored Proficient or Advanced.  |
| <b>Girls</b>                 |                               |             | 99%                    | 117             |   |
| <b>English proficient</b>    |                               |             | 99%                    | 212             | <b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.   |
| <b>English Learners</b>      | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 13              |   |
| <b>Low income</b>            |                               |             | 93%                    | 45              | <b>INCOME:</b> About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.   |
| <b>Not low income</b>        |                               |             | 99%                    | 180             |   |
| <b>Learning disabled</b>     | NO DATA AVAILABLE             |             | N/A                    | 2               | <b>LEARNING DISABILITIES:</b> 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.               |
| <b>Not learning disabled</b> |                               |             | 98%                    | 223             |   |
| <b>Asian American</b>        |                               |             | 98%                    | 187             | <b>ETHNICITY:</b> 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. |
| <b>White/Other</b>           | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 23              |   |

SOURCE: The scores for the CST are from the spring 2013 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.

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 42 percent of our seventh and eighth grade students took the algebra CST, compared with 33 percent of all middle school students statewide. You can review the **math** standards on the CDE’s Web site.



### 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                  |            |             | 83%                    | 100%            | <b>SCHOOLWIDE AVERAGE:</b> About 30 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY |            |             | 51%                    | 99%             |  |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA |            |             | 53%                    | 98%             |  |

### Subgroup Test Scores

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

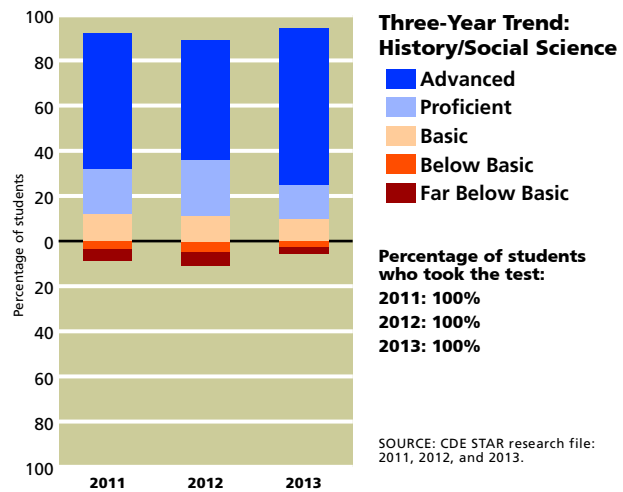
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

| GROUP                 | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys                  |                               |             | 85%                    | 139             | <b>GENDER:</b> About three percent more boys than girls at our school scored Proficient or Advanced.  |
| Girls                 |                               |             | 82%                    | 139             |   |
| English proficient    |                               |             | 86%                    | 265             | <b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.   |
| English Learners      | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 13              |   |
| Low income            |                               |             | 73%                    | 64              | <b>INCOME:</b> About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.  |
| Not low income        |                               |             | 86%                    | 214             |   |
| Learning disabled     | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 14              | <b>LEARNING DISABILITIES:</b> 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 |                               |             | 88%                    | 264             |   |
| Asian American        |                               |             | 89%                    | 203             | <b>ETHNICITY:</b> 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       |                               |             | 56%                    | 32              |   |
| White/Other           |                               |             | 77%                    | 30              |   |

SOURCE: The scores for the CST are from the spring 2013 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.



**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   |
|--|------------|-------------|------------------------|-----------------|--|
| <b>SCHOOLWIDE AVERAGE</b>                  |            |             | 91%                    | 97%             | <b>SCHOOLWIDE AVERAGE:</b> About 27 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| <b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b> |            |             | 63%                    | 94%             |  |
| <b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b> |            |             | 64%                    | 93%             |  |

**Subgroup Test Scores**

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

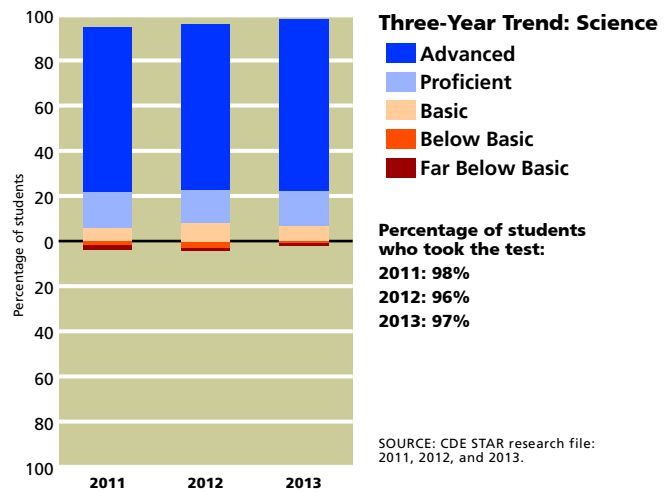
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

| GROUP                        | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| <b>Boys</b>                  |                               |             | 91%                    | 135             | <b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.   |
| <b>Girls</b>                 |                               |             | 91%                    | 137             |   |
| <b>English proficient</b>    |                               |             | 93%                    | 259             | <b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.   |
| <b>English Learners</b>      | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 13              |   |
| <b>Low income</b>            |                               |             | 84%                    | 62              | <b>INCOME:</b> About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.  |
| <b>Not low income</b>        |                               |             | 93%                    | 210             |   |
| <b>Learning disabled</b>     | NO DATA AVAILABLE             |             | N/A                    | 8               | <b>LEARNING DISABILITIES:</b> 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.               |
| <b>Not learning disabled</b> |                               |             | 93%                    | 264             |   |
| <b>Asian American</b>        |                               |             | 95%                    | 201             | <b>ETHNICITY:</b> 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. |
| <b>Hispanic/Latino</b>       | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 29              |   |
| <b>White/Other</b>           | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 29              |   |

SOURCE: The scores for the CST are from the spring 2013 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.



**Other Measures of Student Achievement**

AUSD has developed a comprehensive assessment and accountability plan to ensure that information on student performance is used continuously to improve the instructional program and to communicate with parents about their children's achievements. Standardized tests, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade-level standards.

We use data from both formal and informal classroom observations, homework, class work, quizzes, end-of-unit tests, and benchmark tests to assist us in making instructional decisions. Our English Learners take the California English Language Development Test every year. The district benchmark tests in math and language arts are used to measure the degree to which students are meeting Arcadia Unified District's rigorous learning goals. The district writing test gives English/language arts teachers and school leaders accurate data to help teachers provide students with the necessary instructional support and academic interventions to help all students be proficient in writing. All students take a district writing assessment as well. We send home progress reports in the middle of each trimester and report cards at the end of each trimester.

**STUDENTS**

**Students’ English Language Skills**

At First Avenue, 93 percent of students were considered to be proficient in English, compared with 84 percent of middle school students in California overall.

| LANGUAGE SKILLS             | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English-proficient students | 93%        | 84%            | 84%           |
| English Learners            | 7%         | 16%            | 16%           |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent middle schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 58 students classified as English Learners. At First Avenue, the language these students most often speak at home is Mandarin (Putonghua). 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         | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|------------|----------------|---------------|
| Spanish          | 5%         | 88%            | 86%           |
| Vietnamese       | 2%         | 1%             | 2%            |
| Cantonese        | 10%        | 2%             | 1%            |
| Hmong            | 0%         | 0%             | 1%            |
| Filipino/Tagalog | 0%         | 1%             | 1%            |
| Korean           | 7%         | 1%             | 1%            |
| Khmer/Cambodian  | 0%         | 0%             | 0%            |
| All other        | 76%        | 7%             | 8%            |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent middle schools only.

**Ethnicity**

Most students at First Avenue identify themselves as Asian/Pacific Islander. In fact, there are about six times as many Asian/Pacific Islander students as Hispanic/Latino students, the second-largest ethnic group at First Avenue. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” 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                | 1%         | 9%             | 7%            |
| Asian American/Pacific Islander | 76%        | 11%            | 11%           |
| Hispanic/Latino                 | 12%        | 63%            | 51%           |
| White                           | 11%        | 15%            | 28%           |

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 \$42,643 a year (based on a family of four) in the 2012–2013 school year. At First Avenue, 22 percent of the students qualified for this program, compared with 58 percent of students in California.

| FAMILY FACTORS              | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator        | 22%        | 66%            | 58%           |
| Parents with some college   | 90%        | 50%            | 58%           |
| Parents with college degree | 79%        | 28%            | 33%           |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 90 percent of the students at First Avenue have attended college and 79 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 97 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 First Avenue varies from a low of 23 students to a high of 32. Our average class size schoolwide is 26 students. The average class size for middle schools in the state is 25 students.

| AVERAGE CLASS SIZES OF CORE COURSES | OUR SCHOOL | OUR DISTRICT |
|-------------------------------------|------------|--------------|
| English                             | 23         | 20           |
| History                             | 29         | 26           |
| Math                                | 27         | 25           |
| Science                             | 32         | 30           |

SOURCE: California Department of Education, SARC Research File. District averages represent middle schools only.

**Safety**

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed. The Safety Plan is updated each fall and covers various safety issues including student supervision, disaster kits, and emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. We hold safety drills on a regular basis; fire drills are held monthly, earthquake drills twice a year, and intruder/lockdown drills once a year.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. All visitors to the campus are required to check in at the school’s main office and wear a visitor’s badge while on campus.

**Discipline**

Students at First Avenue Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents are informed of school and classroom activities and policies through the Parent/Student Handbook, school newsletters, class meetings, automated phone messages, the school web page, and a subscription email service. Ongoing student progress is available to parents and students through the Parent Portal service attached to the PowerSchool web-based program. The school handbook outlines student rights and responsibilities, basic rules, and unacceptable behavior. The handbook also contains policies on attendance, campus access/visitation, homework policy, dress code, traffic control, and the school’s disaster plan. Class meetings are held with students to review the discipline philosophy and policy. If necessary, afterschool detention is used as a disciplinary aid to improve student behavior, punctuality, and attendance.

**Homework**

AUSD has a comprehensive homework policy. The governing board believes homework is an important part of the instructional program and is a valuable tool to support students’ efforts to master grade-level content standards. Homework is defined as school-related assignments that enhance or reinforce concepts taught in the classroom and that require time and effort outside the regular school day for successful completion. Homework is designed to serve specific purposes, including developing good study habits and promoting independent learning, preparing for upcoming instruction, and practicing or reviewing lessons taught in class. We encourage parents to supervise homework and check their student’s planners. Teachers discuss homework assignments during grade-level meetings to ensure that students do not have too much homework at one time.

**Schedule**

There were 180 instructional days in the 2012–2013 school year. There were two minimum days at the end of each trimester. Early release days were Tuesday and Thursday for extended staff development and collaboration. The 2012–2013 instructional time exceeded the daily instructional minute requirement specified in the California Education Code.

Classes begin each day at 8:15 a.m. Students are dismissed at 3:10 p.m. on Monday, Wednesday, and Friday, and at 2:15 p.m. on Tuesday and Thursday. School office hours are from 7:30 a.m. to 4 p.m.

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are integral parts of the educational program. These programs promote positive attitudes, encourage achievement, and help prevent behavior problems. First Avenue Middle School offers the following extracurricular activities: Student Council, Red Ribbon Week, peer tutoring program, Peer Assistance Leaders, clubs, intramural sports (cosponsored by Arcadia Recreation Department), yearbook, Dress-up Days, drill team, music (band/orchestra/rock band/chorus), video production, and lunchtime class competition activities.



**Parent Involvement**

Parents in the community are very supportive of the educational programs at First Avenue Middle School. The active PTSA is engaged in fund-raising efforts and supports various school activities such as theme days, Community Concerts, Walk-Jog-Run-a-thon, Career Day, Family Fun Nights, Open House, and Back-to-School Night. PTSA also sponsors the Reflections competition, challenging our students to explore their artistic interests by submitting photographs or artwork for local and statewide competitions. First Avenue parents are very active and well represented at districtwide parent information nights such as Math Night, Positive Prevention, and Character Education nights. Parents who wish to participate in leadership teams, school committees, school activities, or become a volunteer can contact the school at (626) 821-8362 or visit the school's web site at <http://www.ausd.net/firstave>.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Jeffrey Wilson has been Principal since fall of 2008. For the prior six years, Mr. Wilson served as principal of a large suburban middle school in West Covina, California. Prior to that, he served as both an assistant principal and teacher.

Leadership at First Avenue Middle School has always been a responsibility shared among district administrators, the principal, instructional staff, students, and parents. Shared decision making, a broad-based curriculum, and research-based instructional strategies provide the basis for excellent instruction. The staff strives to provide all students with a quality education and an opportunity for success. Teachers are encouraged to participate in the school’s leadership teams, including the School Leadership Team, School Site Council (SSC), Student Study Team, the English Language Advisory Council (ELAC), Parent-Teacher-Student Association (PTSA), curriculum committees, and grade-level teams.

**Indicators of Teachers Who May Be Underprepared**

| KEY FACTOR   | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|--|------------|----------------|---------------|
| <b>Core courses taught by a teacher not meeting NCLB standards</b> | Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB       | 0%         | N/A            | 0%            |
| <b>Out-of-field teaching</b>                                       | Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course | 0%         | N/A            | N/A           |
| <b>Fully credentialed teachers</b>                                 | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level              | 100%       | N/A            | N/A           |
| <b>Teachers lacking a full credential</b>                          | Percentage of teachers without a full, clear credential  | 0%         | N/A            | N/A           |

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

**PLEASE NOTE:** Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

**“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.

**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. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2013–2014 school year.

### 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.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

| DISTRICT FACTOR   | DESCRIPTION  | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT |
|---|--|--|
| <b>Districtwide</b>   | Percentage of core courses not taught by “highly qualified” teachers (HQT) | 1%   |
| <b>Schools with more than 40% of students from lower-income homes</b> | Schools whose core courses are not taught by “highly qualified” teachers   | 0%   |
| <b>Schools with less than 25% of students from lower-income homes</b> | Schools whose core courses are not taught by “highly qualified” teachers   | 1%   |

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

### Staff Development

Beginning Teachers Support and Assessment support providers and district Educational Services staff support staff development. The district designates time for staff collaboration, planning, and professional development. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. In 2012–2013, there was one staff development day in October. Staff development topics included ongoing certification training to teach English Learners, differentiated (customized) instruction, team-building strategies, data-driven instruction and standards-based instruction, subject-specific curriculum development, benchmark assessments, the basics of brain-compatible teaching, bullying prevention, and Thinking Maps. For the current school year the focus is on Common Core implementation. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.

| YEAR             | PROFESSIONAL DEVELOPMENT DAYS |
|------------------|-------------------------------|
| <b>2012–2013</b> | 1.0                           |
| <b>2011–2012</b> | 1.0                           |
| <b>2010–2011</b> | 3.0                           |

SOURCE: This information is supplied by the school district.

### Evaluating and Improving Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. The principal and assistant principal, who have been trained and certified to perform teacher evaluations, assess temporary and probationary teachers annually and tenured teachers every other year. Teachers are evaluated on their performance of district-adopted criteria, which includes engaging and supporting all students in learning, understanding and organizing subject matter; assessing student learning; creating and maintaining effective environments for student learning; planning instruction and designing learning experiences for all students; and developing as a professional educator.

Teachers can receive assistance through the Peer Assistance and Review program, which uses exemplary teachers to help permanent and beginning teachers with subject matter knowledge and teaching strategies.

### Substitute Teachers

The district hires and trains our substitutes, all of whom have passed the California Basic Educational Skills Test and a background check. Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of substitutes. If a substitute is unavailable, administrative or support staff will fill in for the absent teacher. Teachers leave detailed lesson plans for substitutes to follow to minimize the loss of learning time.

**Specialized Resource Staff**

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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 zero full-time equivalent academic counselors, which is equivalent to one counselor for every 1,578 students. More information about [counseling and student support](#) is available on the CDE Web site.

| STAFF POSITION                      | STAFF (FTE) |
|-------------------------------------|-------------|
| Academic counselors                 | 0.5         |
| Behavioral/career counselors        | 0.0         |
| Librarians and media staff          | 0.0         |
| Psychologists                       | 0.5         |
| Social workers                      | 0.0         |
| Nurses                              | 0.0         |
| Speech/language/hearing specialists | 0.5         |
| Resource specialists                | 2.0         |

SOURCE: Data provided by the school district.

**Specialized Programs and Staff**

The staff at First Avenue Middle School helps students in their social and personal development as well as in academics. Counseling services are provided by the school, with supplementary district support. The school provides qualified personnel to offer counseling. The counselor coordinates and assists in planning the school program and counsels students about academic progress, testing, and career planning.

The federally funded Title 1 intervention Grade 6 English-language arts class is available for identified and invited students who are scheduled in a two-period block class, which includes whole-group English lessons, READ 180 (a computer-assisted reading program), READ 180–System 44, independent reading, and small-group literacy lessons. Other students are scheduled in a one-block class to help them improve their reading skills. The READ 180 program is used in this class also. We provide peer tutoring after school two days a week, and teachers offer afterschool extra help and support. Other reading programs include Language and Bridges. The WEB (“Where Everyone Belongs”) program serves to help connect new students to the school through peer mentoring and various clubs serve to connect students’ interests to defined activities and to other students of similar interests.

**Special Education Program**

Students with special needs can access the Resource Specialist Program (RSP), Special Day Class (SDC) program, and speech and language services as determined by their Individualized Education Program (IEP). Special education students are in the general education classroom as much as possible, and they come to the RSP/SDC classroom to work in small groups or one on one in their areas of difficulty. In the general classroom they receive accommodations according to their IEP.

**English Learner Program**

Students who are identified as English Learners are placed in small classes for instruction based on their English Language Development (ELD) level. They meet every day for one block (two periods). ELD Level III students take a one period writing support class. When appropriate, students are mainstreamed into (included in) general education classes.

## RESOURCES

### Buildings

First Avenue Middle School provides a safe, clean environment for students and staff. All schools in the AUSD underwent complete renovation in 1995–1996. The campus currently has 28 regular classrooms, a staff room, a library/media center, two locker rooms, a cafeteria, and an auditorium. At the time of this publication, 100 percent of the school's restrooms were fully functioning.

In 2006 a general obligation bond issue was passed for Arcadia Unified School District. In November of 2008, First Avenue Middle School broke ground on a multistep project that included classroom renovations and technology upgrades; renovations and improvements to the performing arts auditorium; installation of a new running track and field; new lunch facilities, including a Speed Line; extensive subterranean utilities and infrastructure improvements; office facility renovations; hardscape and landscape improvements, including exterior fencing and planting of trees; and a brand-new, state-of-the-art music building housing our more than 550 students who are involved in our magical music program. Measure I construction was completed in April 2010 at First Avenue. The recent addition of an electronic marquee will enable district and site leadership to clearly communicate activities, accomplishments, and calendar with parents and community members who pass by the school.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Library

The school's library/media center is staffed by a library assistant and is stocked with an excellent selection of books and resource materials for all grade levels. Students can visit the library/media center during lunch, before and after school, or with their classrooms during the school day. Computer resources within the library are connected to the Internet so students are able to access information online to improve their research skills. Resources in the library/media center also include a 36-computer state-of-the-art lab, videos, LCD projectors, audio books, and listening centers. A technology presentation cart, including a laptop computer, projector, speakers, document camera, and high-definition Life-Cam, has been provided by the Arcadia Educational Foundation for teacher check-out and for community meetings.

### Computers

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. All classrooms have at least three computers with wireless internet access, with some classrooms having up to 15 computers. In addition, the school's media center is equipped with 36 computers. The school also has a mobile computer lab with 60 laptops available on carts for classroom use. A class set of Chromebooks is available to math teachers for projects and assignments. Students use a variety of software and online programs including Google Docs & Forms, My Access, Microsoft Word, PowerPoint, Excel, Inspiration, UltraKey, Pagemaker, and Publisher.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

## Curriculum and the Transition to the Common Core

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

**SCHOOL EXPENDITURES**

The school receives additional support from local community partners including the Arcadia Education Foundation, Arcadia Rotary Club, Target, Fresh and Easy, and Foothill Federal Credit Union.

**Spending per Student (2011–2012)**

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), which was 776 students.

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.

| TYPE OF FUNDS                          | OUR SCHOOL | DISTRICT AVERAGE * | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|--|------------|--------------------|-----------------|---------------|-----------------|
| <b>Unrestricted funds (\$/student)</b> | \$4,561    | \$5,440            | -16%            | \$5,653       | -19%            |
| <b>Restricted funds (\$/student)</b>   | \$838      | \$1,932            | -57%            | \$3,083       | -73%            |
| <b>TOTAL (\$/student)</b>              | \$5,399    | \$7,372            | -27%            | \$8,736       | -38%            |

SOURCE: Information provided by the school district.  
 \* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

**Total Expenditures, by Category (2011–2012)**

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

| CATEGORY   | UNRESTRICTED FUNDS | RESTRICTED FUNDS | TOTAL       | PERCENTAGE OF TOTAL* |
|--|--------------------|------------------|-------------|----------------------|
| <b>Teacher salaries (all certificated staff)</b> | \$2,649,846        | \$411,031        | \$3,060,877 | 73%                  |
| <b>Other staff salaries</b>                      | \$240,123          | \$127,883        | \$368,006   | 9%                   |
| <b>Benefits</b>                                  | \$578,913          | \$111,206        | \$690,119   | 16%                  |
| <b>Books and supplies</b>                        | \$52,553           | \$0              | \$52,553    | 1%                   |
| <b>Equipment replacement</b>                     | \$0                | \$0              | \$0         | 0%                   |
| <b>Services and direct support</b>               | \$16,142           | N/A              | N/A         | N/A                  |
| <b>TOTAL</b>                                     | \$3,537,577        | \$650,120        | \$4,187,697 |                      |

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

### Compensation of Staff with Teaching Credentials (2011–2012)

The total of what our certificated staff members earn appears below. 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. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. 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. We had 31 FTE teachers working in our school.

| CATEGORY                    | OUR SCHOOL      | DISTRICT AVERAGE * | SCHOOL VARIANCE | STATE AVERAGE   | SCHOOL VARIANCE |
|-----------------------------|-----------------|--------------------|-----------------|-----------------|-----------------|
| Salaries                    | \$85,899        | \$79,802           | 8%              | \$71,848        | 20%             |
| Retirement benefits         | \$7,087         | \$6,588            | 8%              | \$5,888         | 20%             |
| Health and medical benefits | \$5,420         | \$5,116            | 6%              | \$10,391        | -48%            |
| Other benefits              | \$1,396         | \$1,480            | -6%             | \$720           | 94%             |
| <b>TOTAL</b>                | <b>\$99,802</b> | <b>\$92,987</b>    | <b>7%</b>       | <b>\$88,847</b> | <b>12%</b>      |

SOURCE: Information provided by the school district.  
 \* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

### Total Certificated Staff Compensation (2011–2012)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

| CATEGORY                    | TOTAL              | PERCENTAGE OF TOTAL* |
|-----------------------------|--------------------|----------------------|
| Salaries                    | \$2,641,397        | 86%                  |
| Retirement benefits         | \$217,916          | 7%                   |
| Health and medical benefits | \$166,658          | 5%                   |
| Other benefits              | \$42,930           | 1%                   |
| <b>TOTAL</b>                | <b>\$3,068,900</b> |                      |

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

**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.



## » Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



**TEACHERS**

**Teacher Vacancies**

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. 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.

| KEY FACTOR   | 2011–2012 | 2012–2013 | 2013–2014 |
|--|-----------|-----------|-----------|
| <b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>                           |           |           |           |
| Total number of classes at the start of the year   | 0         | 0         | 0         |
| Number of classes which lacked a permanently assigned teacher within the first 20 days of school | 0         | 0         | 0         |
| <b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>  |           |           |           |
| 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:** This report was completed on Friday, November 01, 2013.

### 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   | 2011–2012 | 2012–2013 | 2013–2014 |
|--|---|-----------|-----------|-----------|
| <b>Teacher Misassignments</b>  | Total number of classes taught by teachers without a legally recognized certificate or credential   | 0         | 0         | 0         |
| <b>Teacher Misassignments in Classes that Include English Learners</b> | 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         |
| <b>Other Employee Misassignments</b>                                   | Total number of service area placements of employees without the required credentials   | 0         | 0         | 0         |

**NOTES:** This report was completed on Friday, November 01, 2013.

**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 calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

| SUBJECT                    | ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE? |   | ARE THERE ENOUGH BOOKS FOR EACH STUDENT? |   |
|----------------------------|--|---|--|---|
|                            | STANDARDS ALIGNED?                                     | FROM THE MOST RECENT OFFICIAL ADOPTION? | FOR USE IN CLASS?                        | PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME? |
| English                    | Yes  | Yes                                     | Yes                                      | 100%  |
| Math                       | Yes  | Yes                                     | Yes                                      | 100%  |
| Science                    | Yes  | Yes                                     | Yes                                      | 100%  |
| Social Studies             | Yes  | Yes                                     | Yes                                      | 100%  |
| Health Sciences            | Yes  | Yes                                     | Yes                                      | 100%  |
| Visual and Performing Arts | Yes  | Yes                                     | Yes                                      | 100%  |

**NOTES:** This report was completed on Thursday, November 07, 2013. This information was collected on Friday, November 01, 2013.

**FACILITIES**

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, 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.

| AREA  | RATING           | DESCRIPTION   |
|---|------------------|---|
| <b>OVERALL RATING</b>   | <b>Exemplary</b> | Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation. |
| <b>A. SYSTEMS</b>   | <b>Good</b>      |   |
| Gas Leaks   |                  | No apparent problems.   |
| Mechanical Problems (Heating, Ventilation, and Air Conditioning)                              |                  | No apparent problems.   |
| Sewer System  |                  | No apparent problems.   |
| <b>B. INTERIOR</b>  |                  |   |
| Interior Surfaces (Walls, Floors, and Ceilings)   | <b>Good</b>      | No apparent problems.   |
| <b>C. CLEANLINESS</b>   | <b>Good</b>      |   |
| Overall Cleanliness   |                  | No apparent problems.   |
| Pest or Vermin Infestation  |                  | No apparent problems.   |
| <b>D. ELECTRICAL</b>  |                  |   |
| Electrical Systems and Lighting   |                  | No apparent problems.   |
| <b>E. RESTROOMS/FOUNTAINS</b>   | <b>Good</b>      |   |
| Bathrooms   |                  | No apparent problems.   |
| Drinking Fountains (Inside and Out)   |                  | No apparent problems.   |
| <b>F. SAFETY</b>  | <b>Good</b>      |   |
| Fire Safety (Sprinkler Systems, Alarms, Extinguishers)  |                  | No apparent problems.   |
| Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)                            |                  | No apparent problems.   |
| <b>G. STRUCTURAL</b>  | <b>Good</b>      |   |
| Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing) |                  | No apparent problems.   |

| AREA   | RATING      | DESCRIPTION  |
|--|-------------|--|
| Roofs  |             | Stained ceiling tiles in Health Office indicating roof leak. |
| <b>H. EXTERNAL</b>                                       | <b>Good</b> |  |
| Playground/School Grounds                                |             | No apparent problems.  |
| Windows, Doors, Gates, Fences<br>(Interior and Exterior) |             | No apparent problems.  |
| <b>OTHER DEFICIENCIES</b>                                | <b>N/A</b>  | No apparent problems.  |

**INSPECTORS AND ADVISORS:** This report was completed on Thursday, November 14, 2013 by Melinda Williams (Maintenance Supervisor). The facilities inspection occurred on Friday, October 25, 2013. We employed the following staff or businesses in completing this report: Inspection was completed by Mike Cooper, Operations Supervisor Melinda Williams, Maintenance Supervisor David Angell, Advanced Maintenance Mechanic. The Facilities Inspection Tool was completed on Thursday, November 14, 2013.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



**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               | 789        |
| Black/African American           | 1%         |
| American Indian or Alaska Native | 0%         |
| Asian                            | 72%        |
| Filipino                         | 4%         |
| Hispanic or Latino               | 12%        |
| Pacific Islander                 | 0%         |
| White (not Hispanic)             | 11%        |
| Two or more races                | 0%         |
| Ethnicity not reported           | 0%         |
| Socioeconomically disadvantaged  | 23%        |
| English Learners                 | 17%        |
| Students with disabilities       | 1%         |

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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      | 252      |
| Grade 7      | 263      |
| Grade 8      | 274      |
| Grade 9      | 0        |
| Grade 10     | 0        |
| Grade 11     | 0        |
| Grade 12     | 0        |

SOURCE: CALPADS, October 2012.

**Average Class Size by Core Course**

The average class size by core courses.

| SUBJECT | 2010–2011 | 2011–2012 | 2012–2013 |
|---------|-----------|-----------|-----------|
| English | 23        | 28        | 23        |
| History | 29        | 30        | 29        |
| Math    | 28        | 28        | 27        |
| Science | 31        | 31        | 32        |

SOURCE: CALPADS, October 2012.

**Average Class Size by Core Course, Detail**

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

| SUBJECT | 2010–2011 |       |     | 2011–2012 |       |     | 2012–2013 |       |     |
|---------|-----------|-------|-----|-----------|-------|-----|-----------|-------|-----|
|         | 1–22      | 23–32 | 33+ | 1–22      | 23–32 | 33+ | 1–22      | 23–32 | 33+ |
| English | 11        | 12    | 6   | 3         | 10    | 3   | 7         | 11    | 5   |
| History | 2         | 14    | 3   | 1         | 7     | 7   | 3         | 8     | 7   |
| Math    | 6         | 10    | 8   | 4         | 8     | 6   | 7         | 4     | 9   |
| Science | 0         | 12    | 6   | 0         | 9     | 5   | 0         | 9     | 8   |

SOURCE: CALPADS, October 2012.



### 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 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 |                            |                       |
|-------------|--|----------------------------|-----------------------|
|             | MET FOUR OR MORE STANDARDS                           | MET FIVE OR MORE STANDARDS | MET ALL SIX STANDARDS |
| Grade 5     | N/A  | N/A                        | N/A                   |
| Grade 7     | 90%  | 78%                        | 57%                   |
| 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. This information is from the 2012–2013 school year.

### Suspensions and Expulsions

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 |
|-------------------------------------|------------|------------------|---------------|
| <b>Suspensions per 100 students</b> |            |                  |               |
| 2012–2013                           | 2          | 2                | N/A           |
| 2011–2012                           | 5          | 4                | N/A           |
| 2010–2011                           | 4          | 5                | 16            |
| <b>Expulsions per 100 students</b>  |            |                  |               |
| 2012–2013                           | 0          | 0                | N/A           |
| 2011–2012                           | 0          | 0                | N/A           |
| 2010–2011                           | 0          | 0                | 0             |

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent middle schools only.

During the 2012–2013 school year, we had 19 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.

### 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  |
|--------------------------------|-----------|-----------|-----------|-----------|
|                                | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| <b>With Full Credential</b>    | 32        | 32        | 32        | 404       |
| <b>Without Full Credential</b> | 1         | 0         | 0         | 1         |
| <b>Teaching out of field</b>   | 1         | 6         | 0         | 6         |

SOURCE: Information provided by the school district.

**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<br>PERCENT PROFICIENT OR<br>ADVANCED |      |      | DISTRICT<br>PERCENT PROFICIENT OR<br>ADVANCED |      |      | STATE<br>PERCENT PROFICIENT OR<br>ADVANCED |      |      |
|---------------------------|---|------|------|---|------|------|--|------|------|
|                           | 2011  | 2012 | 2013 | 2011  | 2012 | 2013 | 2011                                       | 2012 | 2013 |
| English/<br>language arts | 86%   | 87%  | 87%  | 83%   | 85%  | 83%  | 54%  | 56%  | 55%  |
| History/social<br>science | 79%   | 78%  | 83%  | 76%   | 77%  | 75%  | 48%  | 49%  | 49%  |
| Mathematics               | 88%   | 87%  | 88%  | 82%   | 82%  | 81%  | 49%  | 50%  | 50%  |
| Science                   | 89%   | 88%  | 91%  | 85%   | 86%  | 86%  | 57%  | 60%  | 59%  |

SOURCE: STAR results, spring 2013 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                    | STUDENTS SCORING PROFICIENT OR ADVANCED |  |                          |                      |
|-------------------------------------|---|--|--------------------------|----------------------|
|                                     | ENGLISH/LANGUAGE<br>ARTS<br>2012–2013   | HISTORY/<br>SOCIAL<br>SCIENCE<br>2012–2013 | MATHEMATICS<br>2012–2013 | SCIENCE<br>2012–2013 |
| African American                    | 45%                                     | N/A  | 45%                      | N/A                  |
| American Indian or Alaska Native    | N/A                                     | N/A  | N/A                      | N/A                  |
| Asian                               | 92%                                     | 89%  | 96%                      | 95%                  |
| Filipino                            | 80%                                     | N/A  | 77%                      | N/A                  |
| Hispanic or Latino                  | 64%                                     | 56%  | 60%                      | 66%                  |
| Pacific Islander or Native Hawaiian | N/A                                     | N/A  | N/A                      | N/A                  |
| White (not Hispanic)                | 89%                                     | 77%  | 77%                      | 90%                  |
| Two or more races                   | N/A                                     | N/A  | N/A                      | N/A                  |
| Boys                                | 85%                                     | 85%  | 86%                      | 91%                  |
| Girls                               | 88%                                     | 82%  | 90%                      | 91%                  |
| Socioeconomically disadvantaged     | 74%                                     | 73%  | 75%                      | 84%                  |
| English Learners                    | 27%                                     | 31%  | 73%                      | 62%                  |
| Students with disabilities          | 59%                                     | 7%   | 47%                      | N/A                  |
| Receives migrant education services | N/A                                     | N/A  | N/A                      | N/A                  |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**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             | 2010–2011 | 2011–2012 | 2012–2013 |
|----------------------|-----------|-----------|-----------|
| Statewide rank       | 10        | 10        | 10        |
| Similar-schools rank | 8         | 9         | 8         |

SOURCE: The API Base Report from May 2013.

**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       |
|----------------------------------|-------------------|-----------|-----------|-----------|
|                                  | 2010–2011         | 2011–2012 | 2012–2013 | 2012–2013 |
| All students at the school       | +6                | +1        | +11       | 965       |
| Black/African American           | N/A               | N/A       | N/A       | 777       |
| American Indian or Alaska Native | N/A               | N/A       | N/A       | N/A       |
| Asian                            | +4                | +2        | +12       | 993       |
| Filipino                         | +13               | -27       | +30       | 929       |
| Hispanic or Latino               | -2                | +24       | -3        | 843       |
| Pacific Islander                 | N/A               | N/A       | N/A       | N/A       |
| White (non Hispanic)             | +3                | +19       | +19       | 949       |
| Two or more races                | N/A               | N/A       | N/A       | N/A       |
| Socioeconomically disadvantaged  | -2                | -3        | +15       | 908       |
| English Learners                 | -8                | -47       | +77       | 902       |
| Students with disabilities       | -16               | +13       | -7        | 708       |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

| SUBGROUP                         | SCHOOL             |     | DISTRICT           |     | STATE              |     |
|----------------------------------|--------------------|-----|--------------------|-----|--------------------|-----|
|                                  | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API |
| All students                     | 767                | 965 | 7,359              | 929 | 4,655,989          | 790 |
| Black/African American           | 11                 | 777 | 143                | 838 | 296,463            | 708 |
| American Indian or Alaska Native | 1                  | N/A | 10                 | N/A | 30,394             | 743 |
| Asian                            | 545                | 993 | 4,745              | 960 | 406,527            | 906 |
| Filipino                         | 30                 | 929 | 219                | 901 | 121,054            | 867 |
| Hispanic or Latino               | 92                 | 843 | 997                | 834 | 2,438,951          | 744 |
| Pacific Islander                 | 2                  | N/A | 9                  | N/A | 25,351             | 774 |
| White (non Hispanic)             | 85                 | 949 | 1,205              | 906 | 1,200,127          | 853 |
| Two or more races                | 1                  | N/A | 28                 | 743 | 125,025            | 824 |
| Socioeconomically disadvantaged  | 170                | 908 | 1,426              | 875 | 2,774,640          | 743 |
| English Learners                 | 117                | 902 | 1,242              | 867 | 1,482,316          | 721 |
| Students with disabilities       | 32                 | 708 | 357                | 724 | 527,476            | 615 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### 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 770 or growth of at least one point.

#### AYP for the District

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

| AYP CRITERIA                                | DISTRICT |
|---|----------|
| Overall                                     | No       |
| Graduation rate                             | Yes      |
| 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 2013.

#### 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                              | 2 of 3   |
| The year the district entered PI      | 2012     |
| Number of schools currently in PI     | 2        |
| Percentage of schools currently in PI | 18%      |

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

**DISTRICT EXPENDITURES**

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    |
|------------------------------|--------------|-------------------|------------------|
| <b>FISCAL YEAR 2011–2012</b> |              |                   |                  |
| Total expenses               | \$67,856,943 | \$32,927,474,550  | \$46,420,178,248 |
| Expenses per student         | \$7,152      | \$8,459           | \$8,382          |
| <b>FISCAL YEAR 2010–2011</b> |              |                   |                  |
| Total expenses               | \$71,916,755 | \$32,778,534,397  | \$46,278,595,991 |
| Expenses per student         | \$7,596      | \$8,407           | \$8,323          |

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2011–2012**

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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                        | \$48,511         | \$40,928      |
| Midrange teacher’s salary                         | \$74,258         | \$64,449      |
| Highest-paid teacher’s salary                     | \$96,556         | \$82,826      |
| Average principal’s salary (middle school)        | \$133,285        | \$109,253     |
| Superintendent’s salary                           | \$201,089        | \$183,968     |
| Percentage of budget for teachers’ salaries       | 47%              | 40%           |
| Percentage of budget for administrators’ salaries | 6%               | 6%            |

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

## TEXTBOOKS

### Textbook Adoption List

| TITLE   | SUBJECT        | DATE OF PUBLICATION | ADOPTION DATE |
|---|----------------|---------------------|---------------|
| High Point (Basics, A, B & C)                         | Language Arts  | 2001                | 2002-2003     |
| Language of Literature (6th) & Language Network (6th) | Language Arts  | 2002                | 2004-2005     |
| Language of Literature (7th) & Language Network (7th) | Language Arts  | 2002                | 2004-2005     |
| Language of Literature (8th) & Language Network (8th) | Language Arts  | 2002                | 2004-2005     |
| Language Network (Grades 6-8)                         | Language Arts  | 2001                | 2003-2004     |
| California Middle School Math: Course 1 (6th grade)   | Math           | 2008                | 2008-2009     |
| California Middle School Math: Course 2 (7th grade)   | Math           | 2008                | 2008-2009     |
| Algebra 1   | Math           | 2008                | 2008-2009     |
| CPO Focus on Earth Science, gr. 6                     | Science        | 2007                | 2007-2008     |
| CPO Focus on Life Science, gr. 7                      | Science        | 2007                | 2007-2008     |
| CPO Focus on Physical Science, gr. 8                  | Science        | 2007                | 2007-2008     |
| History Alive! The Ancient World (6th)                | Social Studies | 2005                | 2007-2008     |
| History Alive! The Medieval World & Beyond (7th)      | Social Studies | 2005                | 2007-2008     |
| History Alive! The U. S. Through Industrialism (8th)  | Social Studies | 2005                | 2007-2008     |