

ALMOND TREE MIDDLE SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for 2008-2009,
Published during 2009-2010*

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**Serving Grades 6-8
2008-2009 Student Enrollment: 868
Mike Havens, Principal**



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Delano Union School District

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<http://www.duesd.org/index.cfm>

Dr. Robert Aguilar, Superintendent

INTRODUCTION

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DATA AND ACCESS

DataQuest

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. The *DataQuest* Web page is located at <http://dq.cde.ca.gov/dataquest/>.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used, the types of software programs available on a workstation, and the ability to print documents.

ABOUT THE SCHOOL

School Description and Mission Statement

Almond Tree Middle School is one of three middle schools in the Delano Union School District, and is home to approximately 824 students that exhibit "Lions' Pride." Our motto at Almond Tree is "Academic Excellence Is Our Ultimate Goal!" Each day staff and students work together to meet or exceed all state and federal accountability requirements. This is demonstrated by continual growth on the Academic Performance Index and in the number of students reaching the proficient level on the California Standards Tests.

The Almond Tree Family consists of outstanding students, parents, and staff. At Almond Tree Middle School we provide the opportunity for students to learn in a safe and positive environment that promotes high expectations. Students are highly involved in not only academics, but other activities as well. We promote good character, high achievement, and encourage our students to be involved in many of the extracurricular activities we offer such as ASB, Club Live, Campus Life, numerous sporting events, Henry Greve Speech Competition, Oral Language Festival, Spelling Bee, Math Field Day, Chess Club, History Day, and AVID. Students are also given the opportunity to receive tutoring through our After School Success Academies, Winter and Spring Academies, Homework Club before and after school, and the after-school program, which offers help with homework and provides enrichment opportunities.

The staff at Almond Tree Middle School works collaboratively to ensure that each student succeeds academically and socially by utilizing a variety of instructional tools, resources, methods, and intervention strategies which lead us to our ultimate goal. Excellence!

Opportunities for Parental Involvement

There are multiple ways for parents to be involved at Almond Tree Middle School. Parental involvement is key to the success of our students. Parents have opportunities to serve as a member of the School Site Council or the English Language Advisory Committee. The dates and times are posted in advance and any parent is welcome to attend. Parents are encouraged to visit and volunteer in their child's classroom as much as possible. Our school newsletter, *The Lions' Roar*, is mailed to parents in both Spanish and English every other month and is also posted on our school's website in order to keep parents informed. We also host a 6th Grade Orientation Night, Back-to-School Night, and have two weeks set aside for parent conferences.

To learn more about specific opportunities for getting involved, please contact Phil Andrada, Resource Teacher, at 661-721-3641 or pandrada@duesd.org.

Student Enrollment by Grade Level

This table displays the school's 2008-2009 student enrollment by grade level.¹

Grade Level	Number of Students
5	1
6	275
7	299
8	293
Total Enrollment	868



¹The information shown is based upon October 1, 2008 CBEDS data.

ABOUT THE SCHOOL

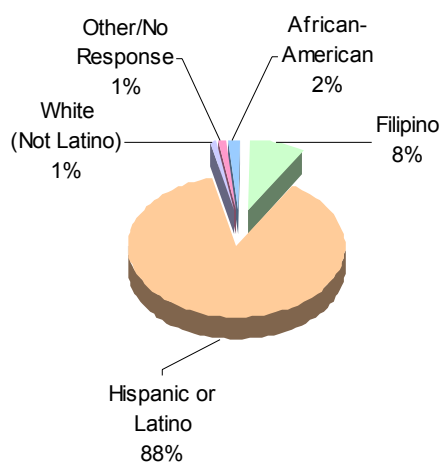
Student Enrollment by Group

This table displays the school's 2008-2009 student enrollment by particular groups.¹

Group	Percent of Total Enrollment
Economically Disadvantaged	88%
English Learners	38%
Students with Disabilities	8%

This table and graph display the school's 2008-2009 student enrollment by ethnic group.¹

Group	Percent of Total Enrollment
African-American	2%
Filipino	8%
Hispanic or Latino	88%
White (not Latino)	1%
Other/No Response	1%



School Technology

This table displays data on the availability of technology at the school during 2008-2009.²

Indicator	Number
Computers	321
Students per Computer	2.7
Classrooms with Internet	42

²The information shown is provided by Ed-Data Education Data Partnership.

Average Class Size and Distribution

These tables display three-year data on the average class sizes by subject area and the number of classrooms that fall into each size category.¹

06-07				
Subject	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.7	11	29	5
Mathematics	24.6	10	27	1
Science	28.2	3	29	1
Social Science	28.8	3	26	1

07-08				
Subject	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.6	15	43	0
Mathematics	26.9	8	29	0
Science	29.3	3	29	0
Social Science	28.0	3	28	2

08-09				
Subject	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.5	33	61	2
Mathematics	25.2	18	42	2
Science	28.1	4	24	0
Social Science	26.7	6	25	0

SCHOOL FACILITIES

Conditions and Improvements



Students are supervised on school grounds by the campus supervisor, administration, and morning/noon duty aides. This takes place up to the opening bell. Students are assigned places they can congregate at this time so that supervision is ensured. Teachers are assigned supervision during all breaks. Students are supervised at lunch by the campus supervisor, five noon-duty aids, and administration. After school, administration and teaching staff supervise students at designated areas of the campus. The pre-designated spots are arranged to ensure the best possible coverage. All visitors are required to sign in at the main office and are provided a temporary identification badge. Staff members are also assigned identification badges that are to be worn on campus at all times.

Almond Tree Middle School's facilities include quality classrooms for all the teachers. The nurse, psychologist, and speech therapist also have their own working spaces. The playground is large enough for students to play basketball, handball, or a field sport. A full-sized track and gym are also on the school's grounds.

This school has a total of 35 classrooms (20 permanent and 15 portable), two technology labs, three science labs, one Special Education classroom, a band room, gymnasium, multi-purpose building, library/resource building, and an administration building. The main campus was built in 1998. Fifteen portable buildings were constructed from 1998 through 2000. Eight additional permanent classrooms and two toilet buildings were constructed in 2002. A 48 x40 modular fitness building was placed and occupied in November 2006.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. A work order process called School Dude is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the current 2009-2010 school year, the district has budgeted \$301,000 for the deferred maintenance program. This represents .5% of the district's general fund budget. The district's complete Deferred Maintenance Plan is available at the district office Facilities Department, located at 1405 12th Avenue, Delano, CA 93215.

The tables above display the results of the most recently completed school site inspection to determine the school facility's good repair status. The inspection was completed in July 2009.

Results of Inspection and Evaluation – Overall Rating

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating	✓			

Results of Inspection and Evaluation – By Category

System Inspected	Repair Status		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓		
Interior: Interior Surfaces	✓		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓		
Electrical: Electrical	✓		
Restrooms/Fountains: Restrooms, Sinks, Fountains	✓		
Safety: Fire Safety, Hazardous Materials	✓		
Structural: Structural Damage, Roofs	✓		
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓		

SCHOOL CLIMATE

School Safety Plan

Safety practices are discussed with and disseminated to the staff at the beginning of each school year. Quarterly drills are scheduled throughout the year to remind students what they are to do, how they are to behave, and where they are to go in case of an emergency. The key elements of the comprehensive school safety plan include, but are not limited to, the following policies: child abuse reporting, anti-discrimination, sexual harassment, hate crimes, and helping students with disabilities. It also includes a description of the school's physical and social environment, the current status of school crime, and the site disaster plan, which includes the operation team's responsibilities.

The school safety plan was last reviewed and updated on March 1, 2009 and last discussed with school faculty on July 30, 2009.

Suspensions and Expulsions

These tables display three-year data on the number and rate of suspensions and expulsions at the school and district levels.

School			
	06-07	07-08	08-09
Suspension Number	193	210	267
Suspension Rate	20%	23%	31%
Expulsion Number	15	16	14
Expulsion Rate	1%	2%	2%

District			
	06-07	07-08	08-09
Suspension Number	855	887	902
Suspension Rate	11%	11%	12%
Expulsion Number	53	34	45
Expulsion Rate	<1%	<1%	<1%

³High poverty schools are defined as those with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program.

TEACHERS

Teacher Credentials

This table displays three-year data on the number of teachers with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	34	33	37	341
Without Full Credential	5	6	2	32
Teaching Outside Subject Area of Competence	2	2	1	1

Teacher Misassignments and Vacant Teacher Positions

A "teacher misassignment" is the placement of a teacher without proper legal authorization and a "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period.

Indicator	07-08	08-09	09-10
Misassignments of Teachers of English Learners	2	3	0
Total Teacher Misassignments	2	3	0
Vacant Teacher Positions	0	0	0

NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-2006 school year. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq>.

This table displays the percent of classes in core academic subjects taught by **NCLB compliant** teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district during 2008-2009.³

Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers	
This School	87.9%
All Schools in District	92.3%
High-Poverty Schools in District	87.9%
Low-Poverty Schools in District	N/A

TEACHERS

NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by **Non-NCLB compliant** teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district during 2008-2009.³

Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers	
This School	12.1%
All Schools in District	7.7%
High-Poverty Schools in District	12.1%
Low-Poverty Schools in District	N/A

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff assigned to the school during 2008-2009. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0

This table displays the average number of students per academic counselor during 2008-2009.

Number of FTE Academic Counselors	Average Number of Students per Academic Counselor
0	N/A

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality and Currency of Textbooks/Instructional Materials

Each student at Almond Tree Middle School has immediate access to high quality California state-adopted curriculum in all subject areas. In many cases where students have different teachers for each period, they have the opportunity to keep copies of textbooks at home while teachers keep a class set on hand to relieve students from transporting numerous books to and from school each day. Textbook inventory is kept using a computer data system and orders are made with the publisher in cases where books are damaged or lost.

Currency of Textbooks/Instructional Materials		
Publisher and Title	Subject/Grade	Year Adopted
Holt Rinehart & Winston <i>Literature and Language Introductory Course</i>	English-Language Arts, 6	2009
McDougal Littell <i>McDougal Littell Reading & Language Arts</i>	English-Language Arts, 7-8	2002
Steck Vaughn <i>California Gateways</i>	English-Language Arts, 6-8	2009
Holt Rinehart & Winston <i>Course 1 Numbers to Algebra</i>	Mathematics, 6	2009
Holt Rinehart & Winston <i>Course 2 Pre-Algebra</i>	Mathematics, 7	2009
Holt Rinehart & Winston <i>Algebra Readiness</i>	Mathematics, 8	2009
Holt Rinehart & Winston <i>Algebra 1</i>	Mathematics, 8	2009
Holt Rinehart & Winston <i>Holt California Social Studies: World History/Ancient Civilizations</i>	History-Social Science, 6	2006
Holt Rinehart & Winston <i>Holt California Social Studies: Medieval to Early Modern Times</i>	History-Social Science, 7	2006
Holt Rinehart & Winston <i>Holt California Social Studies: United States History, Independence to 1914</i>	History-Social Science, 8	2006
Pearson Prentice Hall <i>Prentice Hall California Science Explorer, Focus on Earth Science</i>	Science, 6	2008
Pearson Prentice Hall <i>Prentice Hall California Science Explorer, Focus on Life Science</i>	Science, 7	2008
Pearson Prentice Hall <i>Prentice Hall California Science Explorer, Focus on Physical Science</i>	Science, 8	2008

CURRICULUM AND INSTRUCTIONAL MATERIALS

Availability of Textbooks/Instructional Materials

All students have access to a textbook in their academic classes as required by the Williams' Settlement. Each year, the County Office of Education visits our campus to check for sufficiency of textbooks. Our most recent visit took place in August 2009 and the Williams' team determined that no deficiencies were present, and all students had sufficient materials.

Availability of Textbooks/Instructional Materials	
Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A



⁴The information shown reflects the 2007-2008 school year. State certification/release dates for fiscal data occur in mid to late spring, precluding the inclusion of 2008-2009 data. Therefore, 2007-2008 data are used for reports prepared during 2009-2010.

SCHOOL FINANCES

Expenditures Per Pupil and Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.⁴ Detailed information regarding school expenditures and teacher salaries can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. **Note:** "N/R" means information is not required.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$4,988	\$1,040	\$3,948	\$71,746
District	N/R	N/R	\$4,559	\$59,708
% Difference - School and District	N/R	N/R	-13.5%	16.8%
State	N/R	N/R	\$5,512	\$67,082
% Difference - School and State	N/R	N/R	-28.4%	6.6%

Teacher and Administrative Salaries

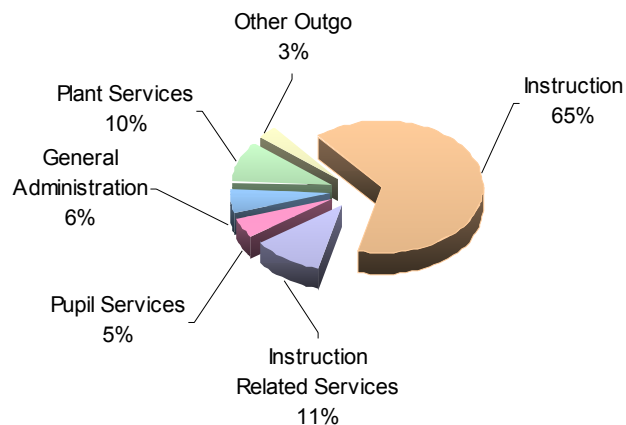
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. This table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size.⁴ Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,582	\$41,866
Mid-Range Teacher Salary	\$62,546	\$68,220
Highest Teacher Salary	\$84,526	\$86,536
Average Principal Salary (Middle School)	\$99,175	\$111,405
Superintendent Salary	\$138,915	\$178,938
Percent of Budget for Teacher Salaries	41.6%	42.1%
Percent of Budget for Administrative Salaries	6%	5.5%

SCHOOL FINANCES

Expenditures by Activity

This graph displays General Fund Expenditures for the Delano Union School District according to the activity (or function) they support.⁴



Types of Services Funded

Categorical funds are used to support professional development and ensure that teachers are using data-based instructional strategies and methods. In addition, students have access to classroom materials and supplies that have been purchased by these funds. Students are provided with interventions both after school and during school breaks in which they are provided remedial education to review and improve their performance on standards. The school has the latest in technology that was provided by the categorical funds. This includes computers in every classroom, LCD projectors, symposiums, document cameras, and Smart Boards.



STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the **California Standards Tests (CSTs)**, the **California Modified Assessment (CMA)**, and the **California Alternate Performance Assessment (CAPA)**.

The **CSTs** show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. The **CAPA** includes English-language arts and mathematics for grades 2 through 11, and science for grades 5, 8, and 10. The CAPA is given for those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The **CMA** includes English-language arts and mathematics for grades 3, 4, and five; and science for grade 5. The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels.

These tables display three-year data on the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards) in the areas of English-language arts, mathematics, science, and history-social science. Percentages are compared to those of the district and state.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>. Further detailed information regarding the entire STAR Program in general can be found at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

Note: "N/R" means scores are not reported when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

STAR English-Language Arts Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	29%
	07-08	33%
	08-09	36%
District	06-07	31%
	07-08	34%
	08-09	38%
State	06-07	43%
	07-08	46%
	08-09	50%

Almond Tree Middle School

STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR) Program

STAR Mathematics Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	30%
	07-08	28%
	08-09	30%
District	06-07	40%
	07-08	39%
	08-09	42%
State	06-07	40%
	07-08	43%
	08-09	46%

STAR Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	32%
	07-08	52%
	08-09	46%
District	06-07	29%
	07-08	42%
	08-09	37%
State	06-07	38%
	07-08	46%
	08-09	50%

STAR History-Social Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	06-07	19%
	07-08	22%
	08-09	27%
District	06-07	19%
	07-08	29%
	08-09	30%
State	06-07	33%
	07-08	36%
	08-09	41%

STAR Results by Student Group

These tables display 2008-2009 data on the percent of students, by group, achieving at the proficient or advanced level in the areas of English-language arts, mathematics, science, and history-social science. **Note:** "N/R" means scores are not reported when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

STAR English-Language Arts Most Recent Year	
Group	% Proficient or Advanced
African-American	40%
Filipino	54%
Hispanic or Latino	34%
White	27%
Male	31%
Female	42%
Economically Disadvantaged	35%
English Learners	8%
Students with Disabilities	21%
Students Receiving Migrant Education Services	32%

STAR Mathematics Most Recent Year	
Group	% Proficient or Advanced
African-American	36%
Filipino	51%
Hispanic or Latino	28%
White	27%
Male	29%
Female	31%
Economically Disadvantaged	29%
English Learners	8%
Students with Disabilities	15%
Students Receiving Migrant Education Services	21%

STUDENT PERFORMANCE

STAR Results by Student Group

STAR Science Most Recent Year	
Group	% Proficient or Advanced
African-American	N/R
Filipino	62%
Hispanic or Latino	44%
White	N/R
Male	47%
Female	45%
Economically Disadvantaged	44%
English Learners	12%
Students with Disabilities	13%
Students Receiving Migrant Education Services	41%

STAR History-Social Science Most Recent Year	
Group	% Proficient or Advanced
African-American	N/R
Filipino	46%
Hispanic or Latino	24%
White	N/R
Male	32%
Female	21%
Economically Disadvantaged	25%
English Learners	5%
Students with Disabilities	10%
Students Receiving Migrant Education Services	22%

California Physical Fitness Test

The California Physical Fitness Test is administered annually to students in grades 5, 7, and 9 only. This table displays 2008-2009 data on the percent of students meeting the fitness standards. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at <http://www.cde.ca.gov/ta/tg/pf>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.1%	25.5%	20.1%

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks

This table displays three-year data on the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	3	3
Similar Schools	10	9	9

ACCOUNTABILITY

API Growth by Student Group

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

Note: "N/A" means that the student group is not numerically significant for the period indicated.⁵

Group	Actual API Change			Growth API Score
	06-07	07-08	08-09	2009
All Students	1	16	17	706
Hispanic or Latino	0	16	17	695
Economically Disadvantaged	-7	22	15	702
English Learners	-13	2	5	647

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following AYP criteria: **Requirement 1:** Participation rate on the state's standards-based assessments in English-language arts and mathematics. **Requirement 2:** Percent proficient on the state's standards-based assessments in English-language arts and mathematics. **Requirement 3:** API as an additional indicator. **Requirement 4:** Graduation rate (for secondary schools). Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria for the 2008-2009 school year.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

⁵Groups meeting the following criteria are considered numerically significant: The group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. This table displays the PI status for both the school and district as of the current 2009-2010 school year. Detailed information about PI identification can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	72.7%

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

Professional development is a focus in the Delano Union School District and at Almond Tree Middle School. Wednesdays are reserved for staff development, as well as periodic minimum days assigned by the district. Teachers are given many opportunities for staff development in the core teaching strategies adopted by the school and the district. The primary area of focus for Almond Tree Middle School is on our English language learner (ELL) population. Explicit Direct Instruction, Thinking Maps, Cornell Notes, visual vocabulary, sentence frames, and various AVID strategies are used to close the achievement gap between our English only students and our English language learners. Teachers are supported by administration, fellow teachers, department heads, BTSAs support providers (for those that qualify), and school and district staff development.

Number of Regular School Days Dedicated to Staff Development		
06-07	07-08	08-09
3	3	3

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found at <http://nces.ed.gov/nationsreportcard/>. Further information is also made available by the California Department of Education at <http://www.cde.ca.gov/ta/tg/nr/>. **Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

NAEP Results for All Students

These tables display the scale scores (with the scale ranging from 0-500) on the NAEP for reading (2007) and mathematics (2009) for grades 4 and 8.

Student Group and Grade Level	NAEP Reading Average Scale Score 2007	
	State	National
All Students, Grade 4	209	220
All Students, Grade 8	251	261

Student Group and Grade Level	NAEP Mathematics Average Scale Score 2009	
	State	National
All Students, Grade 4	232	239
All Students, Grade 8	270	282

These tables display state achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades 4 and 8.

Student Group and Grade Level	NAEP Reading State Percent at Achievement Level 2007		
	Basic	Proficient	Advanced
All Students, Grade 4	30%	18%	5%
All Students, Grade 8	41%	20%	2%

Student Group and Grade Level	NAEP Mathematics State Percent at Achievement Level 2009		
	Basic	Proficient	Advanced
All Students, Grade 4	41%	25%	5%
All Students, Grade 8	36%	18%	5%

NAEP Results for Students with Disabilities and/or English Language Learners

These tables display the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Student Group and Grade Level	NAEP Reading Participation Rate 2007	
	State	National
Students with Disabilities, Grade 4	74%	65%
Students with Disabilities, Grade 8	78%	66%
English Language Learners, Grade 4	93%	80%
English Language Learners, Grade 8	92%	77%

Student Group and Grade Level	NAEP Mathematics Participation Rate 2009	
	State	National
Students with Disabilities, Grade 4	79%	84%
Students with Disabilities, Grade 8	85%	78%
English Language Learners, Grade 4	96%	94%
English Language Learners, Grade 8	96%	92%



DELANO UNION SCHOOL DISTRICT
Working Together For A Brighter Future

Notes Regarding Data: This report contains the most current data available as of November 19, 2009. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Delano Union School District, and Almond Tree Middle School.



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