



Parkview Middle School

2009-2010 School Accountability Report Card

Armona Union Elementary School District

**Xavier Pina,
Principal**

**School Address:
11075 C St.
Armona, CA
93202**

(559) 583-5020

**Steve Bogan,
Superintendent**

**District Address:
11115 C St.
Armona, CA
93202**

(559) 583-5000

www.avesd.com

Mission Statement

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

School Profile

Parkview Middle School is located in a rural area of Kings County. The school was built in 1965. In the 2009-10 school year, the school served 382 students in grades five through eight. The community prides itself on being small, but proud. Our school motto is, "Where Kids Come First".

Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	5.7%
American Indian	0.3%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	76.9%
Pacific Islander	-
White	15.4%
Two or More	1.3%
None Reported	-

Discipline & Climate for Learning

The Armona Union Elementary School District has a school board approved K-8 discipline policy that sets standards for behaviors, social parameters, and homework practices. The district policy also has monthly and/or trimester Panther Citizenship reward field trips for students who display positive social and academic characteristics. Teachers participate in ongoing professional development to help children grow and adjust well to the school environment. Parkview Middle School teachers also select students of the month each month. We have an active Parkview Middle School Student Council. Students who achieve honor roll three quarters are eligible to attend a school sponsored field trip.

Suspensions & Expulsions

	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	161	186	141	242	219	195
Suspension Rate	38.7%	45.8%	36.2%	58.2%	53.9%	50.1%
Expulsions	21	7	6	22	7	6
Expulsion Rate	5.0%	1.7%	1.5%	5.3%	1.7%	1.5%

Class Size

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

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
08	09	10	08	09	10	08	09	10	08	09	10	
By Grade Level												
5	26	26	32	-	-	-	4	4	3	-	-	-
6	31	26	31	-	-	-	3	4	3	-	-	-
7	-	-	33	-	-	-	-	-	-	-	-	3
8	-	-	27	-	-	-	-	-	3	-	-	-
By Subject Area												
English	25	23	-	3	4	-	21	4	-	-	-	-
Mathematics	25	23	-	-	4	-	8	4	-	-	-	-
Science	25	23	-	1	4	-	7	4	-	-	-	-
Social Science	25	23	-	1	4	-	7	4	-	-	-	-

Staff Development

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

Counseling & Support Staff

It is the goal of Parkview Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The academic counselor to pupil ratio is 1:392.

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

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

Teacher Assignment

Armona Union Elementary recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Parkview Middle School had 17 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	19	19	17	79
Without Full Credentials	2	3	0	1
Working Outside Subject	4	4	0	0

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

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

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

School Leadership

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

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

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

Parent Involvement

Parents are always welcomed at Parkview Middle School. They are encouraged to attend student conferences and become involved in their student's activities. School Site Council is an opportunity for parents to be involved in the decisions about programs operating at school and funding those programs. School Site Council members have a chance to voice their opinions about what is working or not working at school, so that school improvements can be made.

Contact Information

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

Instructional Materials

Armona Union Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Armona Union Elementary School District held a Public Hearing on September 8, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, visual and performing arts textbooks, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

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

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

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

Additional Internet Access/Public Libraries

AUESD shares a satellite library with the County of Kings. The library is used by Parkview Middle School during the day and is kept open until 4:00 p.m. three days per week and until 6:00 p.m. two days per week. The library is accessible to both school children and the public. It has 13 computers of which all are connected to the Internet.

School Facilities

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

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

Maintenance and Repair

Parkview Middle School is well maintained and safety is stressed continually. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$46,759 for the deferred maintenance program. This represents 1.0% of the District's general fund budget.

Deferred Maintenance Projects

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

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

Safe School Plan

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

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in May 2008. A copy of the plan is available to the public at the school and district offices.

California Standards Test

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	30	28	39	33	40	42	46	50	52
Mathematics	17	28	29	27	32	33	43	46	48
Science	30	41	33	27	41	36	46	50	54
History/Social Science	24	49	43	19	35	33	36	41	44

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

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	42	33	36	33
School	39	29	33	43
African American	55	41	46	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	26	25	37
Pacific Islander	*	*	*	*
White	53	40	63	67
Males	40	31	45	56
Females	39	28	23	35
Socioeconomically Disadvantaged	38	29	30	44
English Learners	17	10	7	12
Students with Disabilities	19	10	45	*
Migrant Education	34	25	21	*

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2008-2009
Year in PI (2010-11)	Year 5	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	33.33%

Academic Performance Index

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

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

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

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

The second table displays, by student group, the 2010 Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide	2	2	3
Similar Schools	1	3	2
All Students at the School			
Actual API Change	34	30	21
Hispanic or Latino			
Actual API Change	39	36	14
White			
Actual API Change	31	17	47
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	35	32	24
English Learners			
Actual API Change	32	57	12

** Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)*

Growth API			
	School	District	State
All Students	707	715	767
Hispanic or Latino	693	708	715
White	761	739	838
Socioeconomically Disadvantaged	703	714	712
English Learners	701	712	691



Adequate Yearly Progress

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

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

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

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

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

Physical Fitness

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

**2009-10 scores were not released by the CDE at the time of publication.*

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$41,934	\$38,905
Mid-Range Teachers	\$59,975	\$56,504
Highest Teachers	\$72,763	\$71,750
Elementary School Principals	\$85,275	\$92,053
Middle School Principals	\$85,275	\$95,666
High School Principals	-	\$94,401
Superintendent	\$112,314	\$111,055
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.7%	38.9%
Administrative Salaries	5.3%	6.8%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$59,865
District	\$59,865
Percentage of Variation	0.00%
School & State	
All Elementary School Districts	\$57,352
Percentage of Variation	4.38%

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2008-09 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,262
From Restricted Sources	\$1,535
From Unrestricted Sources	\$4,098
District	
From Unrestricted Sources	\$629
Percentage of Variation between School & District	551.51%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	27.86%

District Revenue Sources

The district received approximately \$4,927 per student in federal and state aid for the following categorical, special education, and support programs:

- Lottery/Prop 20
- Migrant Education
- Title I
- Title II, A
- Title II, D
- Title III, LEP
- California Beginning English Tutoring
- School Safety and Violence
- Special Education
- EIA/LEP
- School Improvement
- BTSA/PAR
- Family Resource Center
- Arts and Musi Block Grant
- CAHSEE Intensive Instruction
- High Priority School Grant
- Discretionary Block Grant

Data Sources

Data within the School Accountability Report Card (SARC) was provided by SchoolWise and/or Data Driven Classroom used by the Armona Union Elementary School District and/or retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

