

# Burton Middle School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

### Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> 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 (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2012-13)

School Contact Information	
School Name	Burton Middle School
Street	1155 North Elderwood Street
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 781-2671
Principal	Dr. Michelle Pengilly
E-mail Address	mpengilly@burtonschools.org
CDS Code	54-71837-6100267

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Web Site	www.burtonschools.org
Superintendent	Gary Mekeel
E-mail Address	gmekeel@burtonschools.org

### School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Burton Middle School, located on the west side of Porterville, California (population 42,700) in rural Tulare County, the heart of the San Joaquin Valley, is one of seven schools in the Burton Elementary School District. BESD operates three K-4 schools, one 5-6 academy, two k-6 charter school, one 7-12 Charter school and BMS. Burton Middle School serves approximately 580 students in seventh and eighth grade by offering a comprehensive middle school program intended to meet the needs of all students. BMS strives for student success and has been a top performer in the valley as measured by the STAR Tests. Our current years scores were not impressive however, it gives BMS an opportunity to self-reflect and determine content areas of need. Burton Middle School is preparing students to be global citizens in the 21st century with sophisticated learning skills to help make notable contributions to our society. BMS is striving for student success academically and socially while utilizing the Burton Priorities. While our school is new and focused on the future, we are also grounded in more than 135 years of Burton Elementary School District tradition. The development of Data Teams for the 2011-2012 school year provided articulate focus to instructional strategies, detailed reading of student data and it helped to build skills for student mastery of content. Combined with an added enrichment period and focused attention to mathematics instruction BMS hopes to make noticeable gains for the 2012-2013 school year.

Burton Middle School's student population is composed of approximately 28.% White, 61% Hispanic, .1% Afro-American, .1% Native American, .03% Asian/Pacific Islander, 5% Filipino and 1% Other. 67% of our student population qualifies for free or reduced-price breakfast and lunch.

BMS students engage in a rich curriculum and are exposed to a world class educational experience. All students participate in a Language Arts block (60 minutes) daily. Language Arts courses include: Language Arts 7 or 8 and Honors Language Arts 7 or 8. Each student's schedule includes a 60 minute class in mathematics Pre-Algebra 7, Algebra 7, Pre Algebra 8, Algebra, and AP Algebra, and Geometry) science (Biology 7 or Chemistry/Physics 8, Adv Science 8), and history (World History/Ancient Man 7 or US History 8 & Advanced History 8). All physical education and elective classes are single period classes including our Bulldog Band. Students may participate in two elective classes a year. Elective choices at BMS include: Spanish, Teen Living (cooking, sewing, interior design, and consumer economics), Art, Graphic Art, Yearbook, Choir, Ensemble Choir, Guitar, Varsity Band, Prep Band, Jazz Band, Art History, and Extreme Science, Teacher Assistant, WRB Tutor, Adventures in Agriculture and Cadets. Included in some student's daily schedule is an Intervention class of 60 minutes which offers a reteach of the focus standard for mathematics or language arts to help build advanced knowledge of the focus standards.

Burton Middle School provides a wide range of special classes to accommodate the diverse needs of our students. Honors Language Arts is offered to qualifying 7th and 8th grade students. Accelerated Algebra and AP Algebra is also offered to qualifying students and Geometry was added to the class schedule for the 2011-2012 school year. In addition, BMS typically offers a variety of before-school (Zero Period), during-school, after-school and weekend assistance programs and intervention tutorials.

Fourteen clubs exist at BMS to help students find their "niche" and the appeal to the wide variety of interests among 7th and 8th grade students. BMS also offers a full complement of athletic opportunities for students (football, volleyball, cross-country, soccer, wrestling, basketball, baseball, softball, and track and field.

BMS maintains high standards for student eligibility and graduation. In order to participate in the 8th grade Farewell Celebration and celebration events a student may not have received any semester "F" grades in any course. In order to meet eligibility requirements, a student must have no grade less than a "C" in any course. Eligibility is checked every two weeks (approximately). Students are provided with a variety of opportunities to achieve and maintain eligible grades and to make-up failed courses.

The staff at BMS relate exceptionally well to middle school students and actively participate with students in Main Events (crazy games during the lunch period on most Friday's), Incentive Events (afternoon events for students meeting eligibility requirements), Club sponsorship, dances and social events, and athletic events. BMS students are offered a wide range of academic and social experiences which provide for a solid educational foundation.

## THE BMS UNIFYING VISION

Dream IT! Live IT! Do IT!

## BMS UNIFYING MISSION

BMS exists to provide a comprehensive and quality education in a vital and powerful environment where minds are engaged and challenged; where character is modeled and formed; and where service becomes an expression of who we are. We aspire to be a learning community where clarity of thinking is foundational, truth is pursued, and honor is a way of life.

## BMS UNIFYING CORE VALUES

- Excellence in teaching and learning;
- An intentionally supportive and forgiving community;
- Faithfulness to our American values and heritage;
- The development of students as whole persons;
- A global perspective and experience;
- Ethnic and cultural diversity;
- The stewardship of our world's resources; and, service beyond what is expected!

## Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Burton Middle School parents have a variety of avenues through which they may become involved in their child's education. Parents may participate as members of the BMS School Site Council (SSC), which meets at least five times annually to oversee the consolidated programs at BMS and participate in site planning and decision-making. Parents participate as members of the BMS PTA, which meets monthly to promote school spirit, parent education, and supports student and staff activities. Parents may participate as members of the ELAC (English Learner Advisory Committee), which meets at least five times annually to promote parent participation in school, provide information about curricular programs and activities, provide information of interest to parents, and to serve as advisors for the English learner program at BMS. Parents may participate as members of the DELAC (District English Learner Advisory Committee) and discuss district-wide services for English learners. BMS parents may also participate as members of the BMS Dream Team. This group, parents, certificated staff, classified staff, students, and managers meet annually to "dream" about the future of BMS, to make recommendations about where the school will be five years from now, and to assist in advance planning. BMS parents may also choose to participate as Bulldog Band BOOSTERS in support of fine arts events, fund raising, and decision-making.

Burton Middle School welcomes parents who wish to volunteer for campus events. There are many opportunities for parents to practice their strengths and meet new challenges while participating in their child's education. Parents are encouraged to attend all of the athletic, fine arts and recognition events planned throughout the school year. In the 1st Semester, BMS parents are invited to attend parent/teacher/student conferences to review each student's progress toward local and state standards. Parents are also offered an opportunity to be elected on to the School Site Council and ELAC Committees.

Burton Middle School parents and community members are invited to "Parent Coffee's". Parents meet with the Principal for a tour of classrooms and discussion of instructional practices followed by a personal dialog about whatever the parents wish to address with the Principal. "Starbucks" coffee and "other goodies" accompany the discussion and fellowship following the tour.

## Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 7	312
Grade 8	303
Total Enrollment	615

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	30.6
American Indian or Alaska Native	0.7	Two or More Races	0
Asian	2.8	Socioeconomically Disadvantaged	72
Filipino	4.9	English Learners	25.7
Hispanic or Latino	60.5	Students with Disabilities	5.9
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				30.5	1	20	4	23.1	16	15	1	
Mathematics				25.8	6	23	1	24.4	8	23	0	
Science				26.9	2	25	0	28.6	0	23	0	
Social Science				26.9	2	24	1	29	0	21	0	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We, at Burton Middle School, are committed to providing a safe environment for students and staff. We have developed a Safe Schools Plan in accordance with state law and pursuant to the Education Code. We understand that a safe environment is the foundation on which academic success and personal growth is built.

### Vision Statement

We, the students, staff and parents at Burton Middle School, envision a school where students feel safe, accepted and welcome; a school where cultural diversity is recognized, appreciated and fostered; and a school where students have the opportunity to excel both academically and socially. We will strive to provide fun activities for students, which are designed to enrich their lives and encourage successful participation in the adult world.

### Mission Statement

It is the mission of Burton Middle School to ensure students and staff is exposed to an environment, which promotes safety, unity, educational success and social growth. Our campus will be a place free of violence, harassment and drugs, where students and staff feel secure and protected. We commit to prepare each student for further educational pursuits and life as a productive member of the community. We will expose students to new experiences designed to facilitate academic goals while developing a strong sense of self-worth and individual value.

## **Safe Schools Planning Committee**

2010 – 2011

Michelle Pengilly, Principal

Stephen Bradley, Vice Principal

JoAnne Laubacher, Classified Staff

Darrel Web, Classified Staff

Jessica DeLaPena, Certificated Staff

Jacque Meredith, Certificated Staff

Melissa Davis, Parent, SSC

Linda Nelms, Parent, SSC

Renee Hernandez, Parent, SSC

Wes Covert, Parent, SSC

Foster McBride, Student, SLT President

Alexus Carranza, Student

Tracy Tucker, District MOT Director

Brenda Dhanens, District Nurse

Cesar Hernandez, City Police Officer

### **Component #1: The School Climate**

It is our goal to provide students and staff with a safe, caring and enjoyable environment in which each individual can achieve personal growth, develop strengths, and contribute to the overall success of the school. Burton Middle School will adopt the Olweus program to involve students in making good choices and to recognize situations harmful to a safe school community.

#### **Objective:**

As a result of the implementation of the STEP Program and Olweus to help with conflict resolution and a restorative justice program school-wide, staff will issue 20% fewer behavior referrals by the end of the 2010-2011 school year, as compared to the previous year. Further, incidents or physical aggression will be reduced, using the same time frame, also by 20%

#### **Activities:**

Members of the administrative team will attend workshops on the implementation of such programs, and in turn provide training and information to staff on a continual basis. The programs will be updated and renewed and monitored by the administrative team, using student and staff volunteers. Students will be exposed to the programs through assemblies, student bulletin announcements and written materials. Parents will be notified via news letters sent home, and encouraged to participate in the implementation process.

#### **Objective:**

As a result of students sharing in school planning and the related decision making process, as well as a community-wide education campaign, student attendance will improve, as compared to the previous school year.

#### **Activities:**

By the end of each school year, students will be surveyed in regard to programs they would like to see in school. Students will be actively involved in choosing school clubs, planning team competitions and activities, and participating in rallies and assemblies, on an on-going basis. Students will experience a sense of ownership in our school and find personal enjoyment and meaning in attending school on a regular basis. Through collaboration with staff, student, parents, and members of the community, an education campaign will be launched, detailing the fun and exciting activities taking place at school, while highlighting the importance of regular school attendance.

## Component #2: The Physical Environment

It is our goal to have a safe and clean campus, which facilitates a feeling of security, while instilling a sense of pride in students and staff.

### Objective:

Through a clean campus educational campaign and the assignment of academic team responsibility areas on campus, litter, vandalism and graffiti will be reduced by 40%, as compared to the previous school year.

### Activities:

The SLT and any other Clubs willing to participate will be assigned an area of responsibility on campus, including restrooms. Clubs can earn funds for field trips and rewards by competing against each other to have the cleanest area on campus. Clubs will also be responsible for notifying administration of any unsafe condition, damaged property or graffiti located in their assigned area. The problem will then be remedied by the administration as soon as possible. Staff members will act as examples to students by picking up litter as they move about campus. Students will be reminded to properly dispose of their litter in morning announcements, as needed throughout the year.

### Objective:

Knowledge of the school's Crisis Response Plan by staff and students will increase by 50% by the end of the first semester, as compared to the previous year. Both details of the plan and crisis response procedures will be reviewed and practiced on an ongoing basis throughout the year.

### Activities:

All staff members will have an up-dated copy of the Crisis Response Plan at the beginning of each school year. The plan will be reviewed with staff at monthly meetings from October through December. Assigned teachers, in specific classes, will review the plan with students. Various components of the plan will be practiced on at least four occasions during the second semester.

## Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	29.98	20.09	22.0	18.23	11.97	10
Expulsions	0	0	0	0	0.03	0.02

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** December 2012

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance, Operations and Transportation, along with the site administrator, annually inspects our school site. Safety hazards, maintenance needs, repairs, etc. are noted and scheduled for repair. District maintenance staff ensures that the repairs necessary to keep our school in good repair and working order are completed in a timely manner.

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, and exterior painting, and flooring systems.

BMS – Deferred Maintenance 2008

1. Paint all exterior doors & window frames.
2. Art Lab – Repair of desk/built-in-place cabinets.
3. Cabinet repair in classrooms 300,400,500,600 & 700 wings.
4. Cafeteria – FRP along serving window on north wall around milk boxes. Cooler replacement/repair.
5. Carpet/VCT - Rooms 506, 507 and 508.
6. VCT – Rooms 401, 402, 403, 404, 405, & 406.
7. Gymnasium – Paint walls, light covers.
8. Carpet/VCT per schedule.
9. Painting exterior of 400 & 500 wing portable classrooms.
10. Asphalt – Slurry coat all areas 2010/2011.
11. Electrical systems, Bells, Intercom and Fire Alarm – \$100,000.00
12. Plumbing systems - \$50,000.00

**School Facility Good Repair Status (School Year 2012-13)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	Tracy Tucker/Director of MOT/Risk Manager 12-18-12

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	25	31	31	194
Without Full Credential	3	0	0	1
Teaching Outside Subject Area of Competence	3	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.25	---
Social Worker	N/A	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.17	---
Resource Specialist	2	---
Other	N/A	---

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption – Good Quality	Yes	0%
Mathematics	Current Adoption – Good Quality	Yes	0%
Science	Current Adoption – Good Quality	Yes	0%
History-Social Science	Current Adoption – Good Quality	Yes	0%
Foreign Language	Current Adoption – Good Quality	No	0%
Health	Current Adoption – Good Quality	No	0%
Visual and Performing Arts	Current Adoption – Good Quality	No	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,988	\$621	\$4,367	\$60,678
District	---	---	\$5,425	\$59,608
Percent Difference: School Site and District	---	---	19	2
State	---	---	\$5,455	\$65,598
Percent Difference: School Site and State	---	---	21	5

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Funded services provided at Burton Middle School include teachers, teacher's aides, books, supplies, equipment, nursing/counseling services, and administration. While the majority of the Burton Middle School budget is made up of "general" funds, additional monies are also provided through "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Language Learners (ELL), Title IV, and Migrant Education. Other district-funded services include bus transportation, a school lunch and breakfast program, and Special Education program.

Burton Middle School provides a variety of services above and beyond regular classroom instruction. Our school psychologist is shared with other campuses but provides assistance for students in need of various services when needed. Our school nurse provides emergency medical attention as permitted by law, as well as health education for both students and staff. Our district's Staff Developer provides regular assistance to staff and is an integral component of our staff development programs. Resource Specialist staff and ELL staff also provide assistance to regular education classroom teachers, are included in regular academic team meetings and regularly provide assistance. Services from the ELL Resource Teacher, bilingual aides, and a Migrant Tutor are available for identified students. The Library Media Center and the services of the Library/Media Clerk provide students with opportunities to pursue independent activities and publish their projects.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,174	\$40,962
Mid-Range Teacher Salary	\$58,745	\$63,212
Highest Teacher Salary	\$79,155	\$80,545
Average Principal Salary (Elementary)	\$98,395	\$102,057
Average Principal Salary (Middle)	\$114,735	\$106,108
Average Principal Salary (High)	\$122,465	\$110,838
Superintendent Salary	\$171,592	\$152,557
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	44	48	44	49	50	50	52	54	56
Mathematics	45	42	32	52	51	46	48	50	51
Science	44	47	53	52	54	56	54	57	60
History-Social Science	31	46	41	31	41	39	44	48	49

\* Scores are not shown 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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50	46	56	39
All Student at the School	44	32	53	41
Male	35	28	52	41
Female	54	37	55	41
Black or African American				
American Indian or Alaska Native				
Asian	50	38		
Filipino	67	60		
Hispanic or Latino	35	26	42	30
Native Hawaiian/Pacific Islander				
White	56	41	73	60
Two or More Races				
Socioeconomically Disadvantaged	38	27	48	36
English Learners	19	20	36	24
Students with Disabilities	15	21		6
Students Receiving Migrant Education Services	24	32	40	38

\* Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage 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	24.8	22.1	39.6

\* Scores are not shown 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.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks - Three-Year Comparison

This table displays 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	5	4	5
Similar Schools	1	2	4

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	13	18	-32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	24	-49
Native Hawaiian/Pacific Islander			
White	4	-3	1
Two or More Races			
Socioeconomically Disadvantaged	24	26	-43
English Learners	14	5	-16
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	568	731	2,945	765	4,664,264	788
Black or African American	4		32	768	313,201	710
American Indian or Alaska Native	3		37	778	31,606	742
Asian	16	764	76	842	404,670	905
Filipino	30	859	103	858	124,824	869
Hispanic or Latino	351	699	1,769	734	2,425,230	740
Native Hawaiian/Pacific Islander	0		1		26,563	775
White	164	774	914	805	1,221,860	853
Two or More Races	0		12	784	88,428	849
Socioeconomically Disadvantaged	382	699	2,068	738	2,779,680	737
English Learners	143	660	759	708	1,530,297	716
Students with Disabilities	36	519	225	591	530,935	607

#### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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

#### Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2005-2006
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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On-going staff development activities are an essential part of Burton Middle School's efforts to maintain and improve our high-quality educational program. All BMS teachers participate in high-quality training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In-service training is being provided by outside consultants, county and district specialists, resource teachers, and mentor teachers.

Curriculum improvement is coordinated by the Principal and the BMS Academic Departments. Weekly meetings are held to review and plan curriculum improvements known as DATA TEAMS. At times, several sub-committees may be working on a variety of projects. The staff is kept abreast of committee progress at "all staff meetings."

At present the following projects are in process:

Alignment of math local assessments with standards and new curriculum/DATA TEAMS

Alignment of ELA local assessments with standards and new curriculum/DATA TEAMS

Eligibility criteria revisions

School-wide incentive/intervention program

Professional Planning Time: "Closing the Gap" STAR improvement strategies suggestions from the West Ed Group including strategies for engagement techniques and EDI, Fred Jones, H. Garner and Todd Whitaker for delivery of instruction techniques and just recently staff development on Thinking Maps and Path to Proficiency .

New adoptions of curriculum or instructional practices prompt presentations by the district curriculum specialists and outside professionals. Additionally, the district curriculum specialist, and site administrators coach teachers in implementing new programs. Substitutes are occasionally hired and specialists take classes so that teachers can watch their colleagues in action! The site administration is trained with every new adoption or district practice and additionally attends the district staff development to ensure the focus and strategies are concrete to help clarify concerns linking to the individual campus. The district did not provide staff development days in August 2011, but offered staff development on DATA TEAMS throughout the year and also introduced new instructional practices for writing and to articulated best practices for differentiating the curriculum during our professional time on Wednesdays. The No Child Left Behind (NCLB) requirements are discussed regularly and instructional practices are cooperatively developed and reviewed to ensure best strategies.

Burton Middle School does not limit professional development to certificated staff. On many occasions, mandatory attendance is required for classified staff especially for staff delivering academic support to students. Specialized staff is encouraged to attend conferences to complete educational coursework. Classified and Certificated staff is given the opportunity to select additional professional development interests, and the site and district work together to cover the costs.

Extensive professional development has been offered with the adoption of the new language arts curriculum and of the mathematics curriculum as well. Teachers received direct instruction from trained specialists and continue to receive support through district curriculum coordinators. Through the development of professional learning communities, the faculty at Burton Middle School knows and seeks the benefits of high quality professional development to enhance and increase their skill to deliver concrete powerful standards-aligned to the curriculum. The faculty participates in professional book talks broadening the understanding and importance of the articulation of the California Standards for the Teaching Profession (CSTP), and the administrative practices involving the California Professional Standards for Educational Leaders (CPSEL). All of the books used for book talks are research based as well as the professional development such as Transforming School Culture, Raising the Bar Closing the Gap, Professional Learning Communities and Smart Goals. District staff development is always linked to standards and researched based best practices.