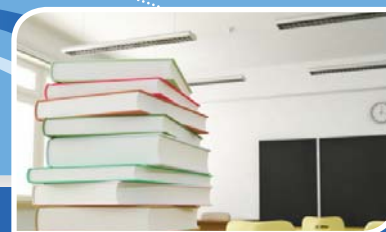


2011-12 School Accountability Report Card — Published During the 2012-13 School Year

26490 Martin Street Madera, CA 93638
Phone: (559) 664-1775 Fax: (559) 664-1308

GRADES 7-8

www.madera.k12.ca.us/desmond



Principal's Message

Jack G. Desmond Middle School serves approximately 850 seventh and eighth grade students. Desmond feeder schools include Nishimoto, Monroe, Pershing, and Berenda elementary schools. Desmond reflects the community it serves. The ethnic makeup of the school is approximately 84% Hispanic, 3% African American, and 10% White. Approximately 22% of the students are English learners.

Transition into middle school and into high school can be a challenge for many students. Desmond Middle School is committed to making these transitions a positive learning experience as students enter here or prepare to attend Madera South High School.

Desmond students follow a six-period daily schedule. Every student is enrolled in English language arts or English language development, mathematics, science, and social science. In addition, students have classes in PE and enrichment electives or shadow classes.

Students qualifying for electives have the opportunity to take band, choir, careers, technology, broadcasting, and art. Students who have been identified as performing below grade level in reading, language, writing, or mathematics take shadow classes designed to target the specific skills they need. Shadow classes include ELA support, pre-algebra support, and algebra support. ELL students are provided English Language Development (ELD).

The MUSD promotion requirement for middle school students is to achieve a cumulative grade point average of 2.0. Although not an element of the promotion requirement, students take District Progress Assessment tests in core subjects on a regular basis indicating mastery of state standards. This process should aid students in being prepared to achieve proficiency or higher on the STAR testing and pass the California High School Exit Exam and meet high school graduation requirements.

Parental Involvement

There are numerous opportunities for parents to be actively involved in their child's educational process at Desmond Middle School. Parents can join our School Site Council (SSC), which works with administration to make financial and program decisions.

We invite parents of English learners to become active members in our English Language Advisory Committee (ELAC). The ELAC provides vital information and training to help parents have a voice in their child's education at Desmond. The ELAC meets monthly. Parents and community members are always welcome to volunteer on campus and in classrooms. We have Title 1 Parent information meetings at least quarterly offering parents information on a variety of topics that they have identified. Open House and promotion activities are in the spring. We encourage all parents to attend these events.

We send out Connect Ed telephone messages on a regular basis to keep parents informed on important school events and issues. Parents organize the eighth grade dance and graduation party. The PTA sponsors a yearly candy sale fundraiser, and they sell snacks at athletic events to help pay for eighth grade promotion activities. In addition, parent conferences are scheduled in the fall and spring. Parents regularly schedule conference dates; they can request a conference through their child's counselor at any time. The Desmond teachers post students' grades on Web Grader. Parents are given passwords to check on their child's grade status at any time.

For more information on how to become involved, please contact the school at (559) 664-1775 or:

- Cindy Rodriguez, Counselor, at cindyrodriguez@maderausd.org
- Becky Valdivia, Counselor, at rebeccavaldivia@maderausd.org
- Marvin Baker, Principal, at marvinbaker@maderausd.org

Madera USD

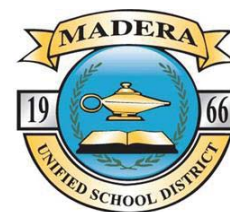
Gustavo Balderas, Superintendent

1902 Howard Road
Madera, CA 93637

Phone: (559) 675-4500 ext. 220

Fax: (559) 675-9512

www.madera.k12.ca.us



School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



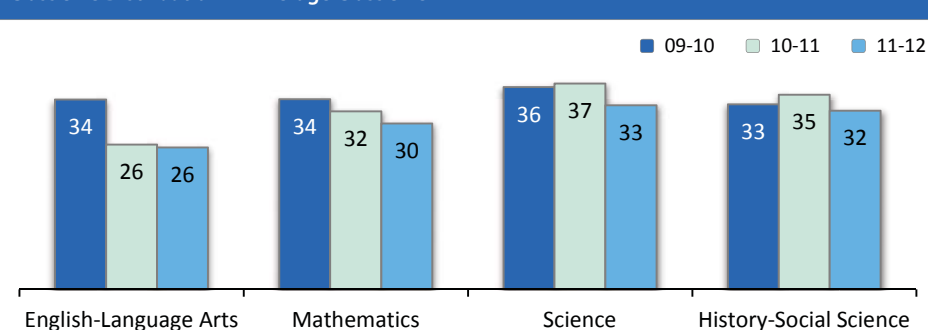
The Mission of the Madera USD

The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

Class Size

Class Size Distribution — Average Class Size

Three-Year Data Comparison



Class Size Distribution — Number of Classrooms by Size

Three-Year Data Comparison

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		3	19	17	12	18	20	9	20
Mathematics		4	16	1	10	18	7	6	19
Science		1	19		1	19	3	2	19
History-Social Science		3	22		3	21	5		22

Types of Services Funded

Jack G. Desmond Middle School provides supplemental services for students needing additional support. We provide noon-time intervention classes in biweekly cycles throughout the school year. These intervention classes are both academic and behavioral. Club meetings take place during lunchtime. These include Girl Involvement, Gamer's Club, California Junior Scholastic Federation, Associated Student Body (ASB), Yearbook, and Peer Helpers and other clubs. Our goal is to have a school where all students maintain high levels of academic achievement.

Gifted and Talented Education (GATE): The goal of the Jack G. Desmond GATE program is to enrich each GATE student's educational experience with greater opportunities and challenges in alternative academic activities.

Each core teacher will:

- Use individualized instruction, as appropriate, that will enhance students' academic strengths and talents.
- Offer alternative, supplemental educational experiences, such as Academic Pentathlon.
- Provide a planned program and evaluation system that will monitor each student's progress.
- Assist in developing student participation in problem-solving activities (Super Quiz, math competitions, Academic Pentathlon).
- Monitor students' progress throughout the year.

The following activities are scheduled during the school year: Academic Pentathlon, essay contests, speech competition, Art contests, band/choir, social sciences, video production and design and development, field trips, musical competitions, poetry and writing competitions, academic destinations, a Civil War reenactment, and Madera South High School fall and spring musical, as well as participation in special band events for those students.

Special Education Program: We have five special education teachers. We have a part-time speech therapist and a psychologist. We mainstream our special education students as much as possible in the least restrictive environment, with the special education teacher providing support in the general classroom whenever appropriate. In the regular classroom, the students receive accommodations according to their Individualized Education Programs (IEPs).

Examples of accommodations include more time to take tests, preferential seating, or modified homework. Our resource students have mild or moderate learning differences such as dyslexia, visual or auditory processing challenges, and language delays. Students with more significant disabilities attend the 100 and LIVE classes and include:

- An instructional model that includes all students receiving special services.

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

School Safety

We revise our School Safety Plan annually and the plan was last updated in August 2012.

1. The Desmond Middle School SAFE SCHOOL PLAN was made available to the staff during the month of August 2012. The Desmond School Site Council approved the Plan in May 2012.
2. The Desmond School Safety Plan is the template by which all decisions regarding a safe and healthy school are made. The Plan contains information regarding emergency safety drills, a Crisis Response Plan, suspension and expulsion guidelines, mandated district policies, areas of pride and strength, as well as areas of need and plans for the improvement of the physical environment and the school climate at Desmond Middle School.
3. We revise the School Safety Plan annually and the plan was last updated in August 2012. The plan includes procedures for emergencies, exit routes, and inventory of emergency supplies. The plan is available for the public to review; a copy is located in the school office. We share the plan with all staff at a schoolwide meeting. We practice fire and earthquake drills four times a year and hold trainings for staff for emergency preparedness during the fall of each school year.

Continued on page 3



Types of Services Funded

Continued from page 2

- Use of collaborative team-teaching strategies to support Special Education students in the general education setting.
- Standards-based instruction which promotes character development in the least restrictive environment to meet individual goals and objectives.
- Employ State and District assessments to measure growth and proficiency in all content areas.
- Promote the whole child through systematic and structured instruction, home communication, and community programs for lifelong adaptive behavior in all settings. Use individualized units that enhance students' academic and socio-emotional strengths and talents.

English Learner Program: Our English Language Development program is called Language Star and focuses on five main components to learning a language: phonology, syntax, lexicon, morphology, and semantics. Our students have from three classes to one class depending upon their needs as identified by the CELDT test. Desmond has a 0.6 FTE EL Teacher on Special Assignment whose primary responsibility is to coach and support teachers with English Language Acquisition instruction for English Learners.

Response to Intervention (RtI): We use categorical funds to support our RtI program at Desmond Middle School. We fund a full time RtI coordinator whose primary responsibilities are to monitor the RtI program implementation and monitor student needs and how we meet those needs with respect to our RtI pyramid of interventions. We have implemented a systematic noon-time academic and behavioral intervention for students that is NOT optional. If students do not pass their core subject common formative assessments, they are automatically assigned to noon intervention and have repeated opportunities to retake an assessment until they have achieved mastery. The RtI program is a dynamic system that we are continually adjusting with the intent to improve and meet the every changing needs of our students.

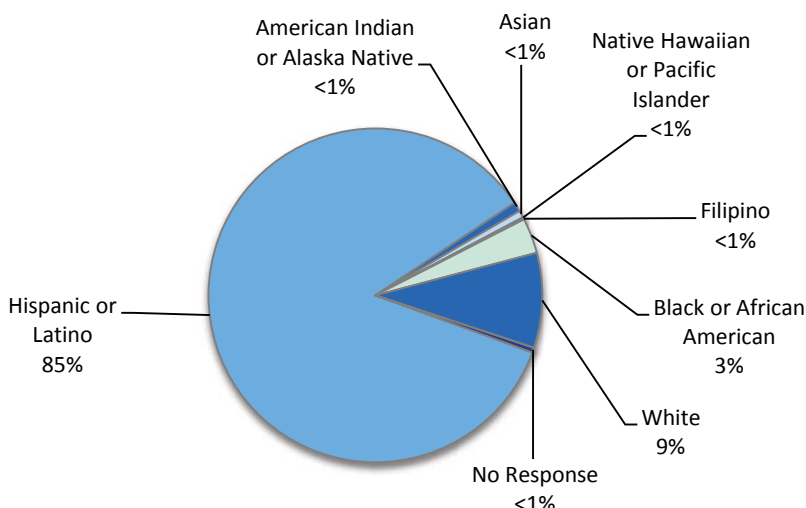
Explicit Direct Instruction: Our school and district use Explicit Direct Instruction. Our teaching strategies improve student's mastery of previously un-mastered skills and concepts as a direct result of classroom instruction. Research has found that student-centered direct instruction is more effective and efficient, especially for struggling students. Explicit Direct Instruction (EDI) is a strategic collection of instructional practices that have been developed to give teachers the tools to achieve the goal of 80% of students mastering 80% or better on grade-level content.

Enrollment and Demographics

The total enrollment at the school was 879 students for the 2011-12 school year.*

Demographics

2011-12 School Year



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

DESMOND B.R.A.N.D. MOTTO

- BRIGHT
- RISK-TAKING
- ASPIRING
- NOBLE
- DEPENDABLE



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

2011-12 School Year

Grade 7

Four of Six Standards	25.80%
Five of Six Standards	20.40%
Six of Six Standards	28.90%

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions		Good	
Date of the Most Recent School Site Inspection		08/03/12	
Date of the Most Recent Completion of the Inspection Form		08/03/12	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	CR207: Corner wall repair needed at both exits. CR208: Corner wall repair needed at both exits. CR209: Corner wall repair needed at both exits. CR303: Fountain in sink missing knob. CR404: Torn wallpaper; Administration office-Corner wallpaper damage in hallway near VP office. (Repaired in 10/12)	
Electrical	CR603: One ceiling light missing cover. (Repaired in 10/12)	
Restrooms/Fountains	CR208: Replace sink drain covers. CR302: Fountain in sink missing knob. CR303: Cabinet latch broken to doors under sink. Gym: Sink runs in gym foyer men's restroom. (Repaired in 10/12)	
External	CR208: Storage cabinet not locking. CR303: Loose baseboard near entry; torn wallpaper; wall damage under Promethean Board. CR407: Cabinet latch below sink broken. Administration office: Broken speaker grate in student service window. (Repaired in 10/12)	

School Facilities

Jack G. Desmond Middle School is the District's newest middle school. It was built in 2005 and there are 33 classrooms (eight in building 200, ten each in buildings 300 and 400, four in building 600) including a library media center, a computer lab and the band room.

Our sixth grade students come from feeder schools Berenda, Monroe, Pershing, and Nishimoto Elementary Schools.

The school is state of the art and has all the amenities of a high quality middle school. This includes wireless internet access. We have 33 classrooms, a library media center, a computer lab, cafeteria, band room, art room, science labs, locker rooms, gymnasium, weight training room, and complete athletic facilities.

Our custodians maintain our school on a daily basis. Our grounds person keeps the athletic fields and flowerbeds in pristine condition. At least once a month, a District maintenance team comes to attend to any work requests.

Our three site administrators and our two safety officers monitor the school campus for 45 minutes before school and 30 minutes after school. Six adults monitor lunch every day, including the site administrators, the counselors, and the safety officers. The Desmond staff regularly reviews the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main office. Our most recent Facilities Inspection was completed in August 2012 with a safety inspection done during a Williams Visit in September of 2012.

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 2012-13 school year, the District budgeted \$661,731 for the Deferred Maintenance Program. This represents 5% of the District's general fund budget.



Textbooks and Instructional Materials

Madera Unified School District places high priority on ensuring that there are sufficient textbooks and instructional materials for every student. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional material must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with State Standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board approves all K-12 core textbook and instructional materials.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles for the following reasons:

- Materials are still valuable instructional resources used by teachers and students,
- Materials correlate to the academic content standards, some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

Textbooks and Instructional Materials List			2012-13 School Year
Subject	Textbook	Adopted	
Reading-Language Arts	<i>Holt Literature and Language Arts</i> , Holt, Rinehart, & Winston Grade 7: Course 1, 2010	2009	
Reading-Language Arts	<i>Holt Literature and Language Arts</i> , Holt, Rinehart, & Winston Grade 8: Course 2, 2010	2009	
Reading-Language Arts	<i>Inside Language, Literacy and Content (7-8)</i> National Geographic/Hampton Brown, 2009	2010	
Mathematics	<i>California Mathematics, Course 2 Pre-Algebra</i> , Holt Rinehart, & Winston (7), 2008	2008	
Mathematics	<i>California Mathematics: Algebra I</i> , Holt, Rinehart & Winston (7-8), 2008	2008	
Mathematics	<i>California Algebra Readiness: Concepts, Skills & Problem Solving</i> , Glencoe/McGraw Hill (8), 2008	2008	
Mathematics	<i>Geometry</i> , McDougal Littell (8), 2004	2005	
Science	<i>California Science: Life Science</i> , Holt, Rinehart & Winston (7), 2007	2007	
Science	<i>California Science: Physical Science</i> , Holt, Rinehart & Winston (8), 2007	2007	
History-Social Science	<i>California Social Studies: World History, Medieval to Early Modern Times</i> , Holt Rinehart & Winston (7), 2006	2006	
History-Social Science	<i>California Social Studies: US History, Independence to 1914</i> , Holt Rinehart & Winston (8), 2006	2006	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2012-13 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	08/2012



School Vision Statement

The Desmond team of students, staff, and families, along with the community, will ensure a positive, safe, and collaborative school culture that ensures student achievement, allows for student growth through co-curricular activities and creative expression, employs high expectations, and encourages life-long success.

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Desmond MS			Madera USD			California		
Subject	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	43%	44%	39%	41%	41%	42%	52%	54%	56%
Mathematics	30%	20%	21%	40%	40%	39%	48%	50%	51%
Science	47%	46%	37%	42%	44%	42%	54%	57%	60%
History-Social Science	46%	49%	44%	36%	39%	42%	44%	48%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels			Spring 2012 Results	
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	42%	39%	42%	42%
All Students at the School	39%	21%	37%	44%
Male	33%	19%	38%	43%
Female	46%	23%	35%	45%
Black or African American	32%	14%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	38%	21%	33%	43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	60%	26%	58%	59%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	37%	20%	34%	42%
English Learners	12%	13%	7%	11%
Students with Disabilities	28%	26%	❖	24%
Students Receiving Migrant Education Services	34%	27%	33%	34%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks		Three-Year Data Comparison		
		2009	2010	2011
Statewide API Rank		3	4	3
Similar Schools API Rank		8	7	5

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2012 Growth API and Three-Year Data Comparison							
Group	2012 Growth API						Desmond MS – Actual API Change		
	Desmond MS		Madera USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	817	680	13,874	738	4,664,264	788	27	-16	-36
Black or African American	25	618	321	683	313,201	710	■	■	■
American Indian or Alaska Native	8	■	60	693	31,606	742	■	■	■
Asian	5	■	184	835	404,670	905	■	■	■
Filipino	0	■	29	853	124,824	869	■	■	■
Hispanic or Latino	700	673	11,907	731	2,425,230	740	34	-23	-34
Native Hawaiian or Pacific Islander	1	■	8	■	26,563	775	■	■	■
White	72	769	1,271	803	1,221,860	853	■	■	■
Two or More Races	1	■	43	818	88,428	849	■	■	■
Socioeconomically Disadvantaged	700	669	11,884	725	2,779,680	737	26	-9	-34
English Learners	386	628	7,154	702	1,530,297	716	30	-25	-57
Students with Disabilities	78	549	1,068	603	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Desmond MS		Madera USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	No		Yes	
Graduation Rate	✖		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	Desmond MS	Madera USD	
Program Improvement Status	In PI	In PI	
First Year of Program Improvement	2007-2008	2004-2005	
Year in Program Improvement	Year 5	Year 3	
Number of Schools Identified for Program Improvement			22
Percent of Schools Identified for Program Improvement			84.60%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). 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 (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

Professional Development

Jack G. Desmond Middle School is developing as a Professional Learning Community (PLC). Wednesday afternoons are devoted to aligning our curriculum to State Standards, learning how to analyze state standardized tests and benchmark data, looking at student achievement data student by student, and exploring new strategies that improve learning. Teachers and administrators look at test scores and review the most pressing issues using current formative assessment data to plan next steps.

In 2010-2011 and 2011-2012, teachers were trained in ways to include individualized instruction to improve English fluency for our English learners. Our English Language Development (ELD) coach assists staff in the implementation of successful strategies and models direct instruction lessons. We dismiss students at 1:50 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels and department subject areas. In addition, we schedule sessions for technology training, Standard Score training, CELDT training, Language Star Training, EDI training, RtI training and PLC training. These trainings enhance instruction for all students. Jack G. Desmond holds three department/grade-level meetings monthly. The teachers use the Cycle of Inquiry (COI) model in organizing their meetings. Data from benchmark assessments is the focus. Teachers share successful instructional strategies with their colleagues.

For the previous three school years, we had 39 days each year dedicated to staff and professional development.



MUSD Aims For...

... The Highest Student Achievement.

... A Safe and Orderly Learning Environment.

... Financially Sound and Effective Organization.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information		Three-Year Data Comparison		
	Madera USD	Desmond MS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	793	32	35	35
Without Full Credential	5	1	1	1
Teaching Outside Subject Area of Competence		3	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data Comparison		
		Desmond MS		
Teachers		10-11	11-12	12-13
Teacher Misassignments of English Learners		0	0	0
Total Teacher Misassignments		1	0	0
Vacant Teacher Positions		0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2011-12 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers	
Desmond MS	93.62%	6.38%	
All Schools in District	97.05%	2.95%	
High-Poverty Schools in District	97.11%	2.89%	
Low-Poverty Schools in District	✧	✧	

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	879:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0.0
Nurse	0.6
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	1.6

Expectations

We show Longhorn Pride by being:

- PROMPT
- PREPARED
- POLITE
- POSITIVE
- PRODUCTIVE

School Mission Statement

STUDENTS WILL excel through:

- A rigorous Standards-based curriculum
- Innovative student interventions
- Positive, creative, and safe school environment
- Consistent behavior plans and expectations
- Integrated technology throughout the curriculum
- Data driven assessments and instruction
- Collegial and collaborative staff culture

Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2010-11 Fiscal Year
	Madera USD	Similar Sized District
Beginning Teacher Salary	\$37,159	\$40,932
Mid-Range Teacher Salary	\$58,115	\$65,424
Highest Teacher Salary	\$71,557	\$84,596
Average Principal Salary (Elementary School)	\$96,961	\$106,806
Average Principal Salary (Middle School)	\$103,291	\$111,776
Average Principal Salary (High School)	\$109,313	\$120,858
Superintendent Salary	\$165,736	\$204,089
Teacher Salaries — Percent of Budget	37%	39%
Administrative Salaries — Percent of Budget	6%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2010-11 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Desmond MS	\$4,366	\$54,930
Madera USD	\$5,241	\$57,636
California	\$5,455	\$68,488
School and District — Percent Difference	-20.1%	-4.9%
School and California — Percent Difference	-25.0%	-24.7%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$5,786
Expenditures Per Pupil From Restricted Sources	\$1,421
Expenditures Per Pupil From Unrestricted Sources	\$4,366
Annual Average Teacher Salary	\$54,930



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Desmond MS			
	09-10	10-11	11-12
Suspension Rates	0.150	0.154	0.327
Expulsion Rates	0.022	0.002	0.007
Madera USD			
	09-10	10-11	11-12
Suspension Rates	0.162	0.138	0.071
Expulsion Rates	0.009	0.004	0.005

School Accountability Report Card

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