Desmond Middle School

GRADES 7-8
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John Stafford
Superintendent

Marvin Baker
Principal

Principal's Message

Jack G. Desmond Middle School serves approximately 880 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 81% Hispanic, 5% African American, and 13% White. Approximately 32% 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, yearbook, 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. We have broken that down into something more concrete so our students can get a better grasp of the concept. Letter grades are still worth points, but we have broken this down to 12 points per quarter, 48 per year, and 96 points to graduate. Although not an element of the promotion requirement, students must take benchmark tests in core subjects on a regular basis indicating mastery of state standards. This process should aid students in being prepared to pass the California High School Exit Exam and high school graduation.

Professional Development

Jack G. Desmond Middle School is 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, and exploring new strategies that improve learning. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics.

In 2008–09, we held trainings on 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. This technology enhances instruction and is embedded throughout the lesson. Jack G. Desmond holds two department-level meetings a month. 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.
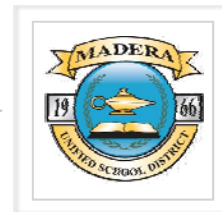
The Mission of Madera USD

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.

Madera Unified School District

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MUSD Aims For...

...The Highest Student Achievement

...A Safe and Orderly Learning Environment

...Financially Sound and Effective Organization

Textbooks and Instructional Materials

Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program. 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 gives final approval for all core textbook and instructional materials used by students in MUSD.

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. The reason for this is as follows:

- These texts are still valuable instructional resources in use by teachers and students,
- All are correlated to the academic content standards for delivery of the curriculum, and
- 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

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

* Adopted RLA/ELD Intervention for English Learners
Note: This data was most recently collected and verified in September 2010.

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.

Availability of Textbooks and Instructional Materials

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

Desmond MS	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%

✧ Not applicable.

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			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Fair
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Fair	**External**	Poor
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			8/19/2010
Date of the Most Recent Completion of the Inspection Form			8/19/2010

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	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	Flywheel ordered for HVAC *(Repaired on September 22, 2010)*
Interior	Carpet strips missing *(Repaired on September 22, 2010)*
Electrical	Hand dryers broken *(Repaired on September 22, 2010)*
Electrical	Burned plug near door *(Repaired on September 22, 2010)*
Electrical	Clock missing *(Will be replaced in Spring 2011)*
Electrical	Covers missing *(Repaired on September 22, 2010)*
Restrooms/Fountains	Faucets not working *(Repaired on September 22, 2010)*
Restrooms/Fountains	Soap dispenser broken *(Repaired on September 22, 2010)*
External	Fence line needed in front of school *(Will be added as funding is available)*
External	Covers needed on security pole stations *(Covered ordered in January 2011)*
External	Holes in yard need filling *(Repaired on September 21, 2010)*

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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 Facilities

Jack G. Desmond Middle School is the District's newest middle school. Our sixth grade students come from feeder schools Berenda, Monroe, Pershing, and Nishimoto Elementary Schools.
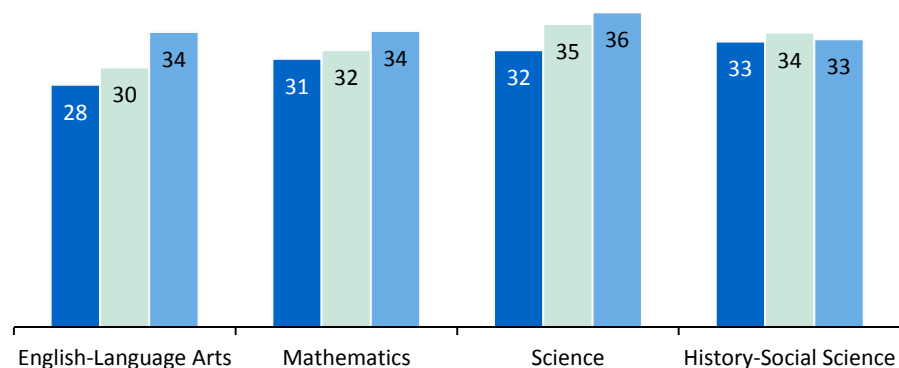
The school is state of the art and has all the amenities of a high quality middle school. This includes wireless internet access. We have 34 classrooms, a library media center, a computer lab, cafeteria, band room, art room, science labs, locker rooms, gymnasium, and athletic facilities.

Class Size

| | 07-08 | 08-09 | 09-10 |

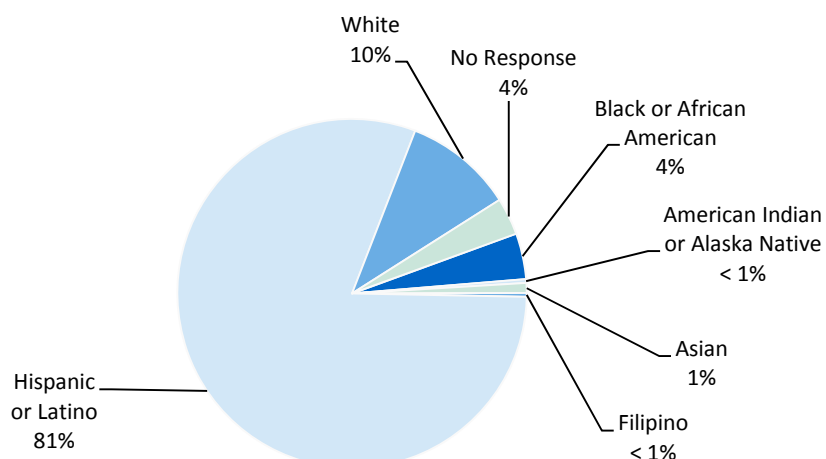The bar graph displays the three-year data for average class size.

Subject	07-08	08-09	09-10
English-Language Arts	28	30	34
Mathematics	31	32	34
Science	32	35	36
History-Social Science	33	34	33

Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	9	18	14	6	13	13		3	19
Mathematics	1	21	11		15	13		4	16
Science	1	10	14		4	19		1	19
History-Social Science	1	9	17	1	5	18		3	22

Enrollment and Demographics

The total enrollment at the school was 871 students for the 2009-10 school year.

White 10%
No Response 4%
Black or African American 4%
American Indian or Alaska Native < 1%
Asian 1%
Filipino < 1%
Hispanic or Latino 81%

School Facilities

Continued from page 3

Our custodians maintain our school on a daily basis. Our grounds person keeps the athletic fields and flowerbeds in pristine condition. 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. Eight 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 2010 with a safety inspection done during a Williams Visit on 09/10/2010.

"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."

Types of Services Funded

Jack G. Desmond Middle School provides supplemental services for students needing additional support. Our counselors conduct social skills groups for students who are having difficulty getting along with their peers. They meet with at-risk students and their parents. We have an after-school tutoring program four days a week. In addition, many teachers tutor students during lunchtime. 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.

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.

We plan to:

- Use individualized units that enhance students' academic strengths and talents.
- Offer alternative educational experiences, such Academic Pentathlon.
- Provide a planned program and evaluation system that will monitor each individual's progress.
- Each student will receive a letter of participation at the end of the year.
- Assist in developing student participation in problem-solving activities (Destination Imagination, Super Quiz, math competitions).
- Monitor students' progress throughout the year with small group meetings.

The following activities are scheduled during the school year: Academic Pentathlon, math tournament, Essay in Literature, speech competition, Super Quiz, arts and humanities, Drama Club, band/choir, social sciences, Web design and development, sciences, stargazing expedition, field trips to Exploratorium, language arts, scholarship competitions, poetry and writing competitions, academic destinations, a Civil War reenactment, and Madera South High School spring musical.

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, with the teacher providing support in the regular classroom. 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 problems, and language delays. Students with more serious challenges attend the SDC class for their core subjects and are mainstreamed for PE and an elective.

Our special education instructional goals and practices include:

- Implement a three-tiered instructional model that includes all students receiving special services.
- Use collaborative team-teaching strategies to support Special Education students in the general education setting.
- Provide Standards-based instruction and promote 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 each GATE student's educational experience with greater opportunities and challenges in alternative academic activities.

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Types of Services Funded

Continued from left

The following activities are scheduled during the school year: Academic Pentathlon, Destination Imagination, math tournament, Essay in Literature, speech competition, Super Quiz, arts and humanities, Drama Club, band/choir, social sciences, web design and development, sciences, stargazing expedition, and field trips to Exploratorium, language arts, scholarship competitions, poetry and writing competitions, academic destinations, a Civil War reenactment, and Madera South High School spring musical.

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 State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	
Grade 7	
Four of Six Standards	◈
Five of Six Standards	◈
Six of Six Standards	◈
◈ Data not available from the state at the time of publication.	

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Desmond MS			Madera USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	35%	33%	43%	36%	39%	41%	46%	50%	52%
Mathematics	16%	20%	30%	35%	39%	40%	43%	46%	48%
Science	39%	38%	47%	35%	37%	42%	46%	50%	54%
History-Social Science	28%	48%	46%	27%	36%	36%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	41%	40%	42%	36%
All Students at the School	43%	30%	47%	46%
Male	36%	28%	54%	49%
Female	49%	32%	40%	42%
Black or African American	33%	25%	50%	43%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41%	29%	44%	46%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	63%	32%	62%	48%
Two or More Races	23%	31%	45%	31%
Socioeconomically Disadvantaged	37%	28%	45%	42%
English Learners	14%	15%	16%	18%
Students with Disabilities	27%	18%	43%	22%
Students Receiving Migrant Education Services	22%	33%	26%	22%

❖ 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 consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.
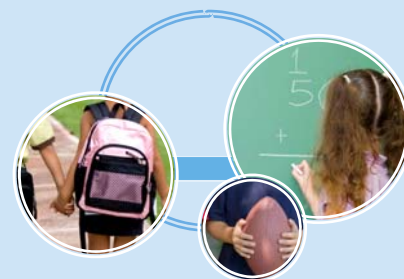
API Ranks

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	4	3	3
Similar Schools API Rank	4	5	8

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	-2	12	27
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	0	14	34
Native Hawaiian or Pacific Islander	■	■	■
White	-2	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-17	10	26
English Learners	-9	36	30
Students with Disabilities	■	■	■

■   Data are reported only for numerically significant groups.

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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	Desmond MS	**Madera USD**	**California**
All Students	733	733	767
Black or African American	■	691	685
American Indian or Alaska Native	■	■	728
Asian	■	832	889
Filipino	■	■	851
Hispanic of Latino	730	723	715
Native Hawaiian or Pacific Islander	■	■	754
White	■	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	712	718	712
English Learners	711	695	691
Students with Disabilities	■	593	580

■   Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	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 3	Year 3
Number of Schools Identified for Program Improvement		15
Percent of Schools Identified for Program Improvement		56%

API Growth by Student Group: 2010 Growth API Comparison

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

"We invite parents of English learners to become active members in our English Language Advisory Committee (ELAC)."

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Desmond MS		**Madera USD**	
Met Overall AYP	Yes		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

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

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	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	871:1
Support Staff	**FTE**
Counselor (Social Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.4
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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 Rate		
Desmond MS		
07-08	**08-09**	**09-10**
0.208	0.271	0.150
Madera USD		
07-08	**08-09**	**09-10**
0.153	0.182	0.163

Expulsion Rate		
Desmond MS		
07-08	**08-09**	**09-10**
0.014	0.040	0.022
Madera USD		
07-08	**08-09**	**09-10**
0.009	0.017	0.009

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				
	Madera USD	**Desmond MS**		
Teachers	**09-10**	**07-08**	**08-09**	**09-10**
With Full Credential	683	36	34	32
Without Full Credential	11	2	2	1
Teaching Outside Subject Area of Competence		5	2	3

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			
	Desmond MS		
	08-09	**09-10**	**10-11**
Teacher Misassignments of English Learners	3	0	0
Total Teacher Misassignments	5	3	1
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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
Desmond MS	100.0%	0.0%
All Schools in District	95.8%	4.2%
High-Poverty Schools in District	95.8%	4.2%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% 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.

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 decisions.

We invite parents of English learners to become active members in our English Language Advisory Committee (ELAC). The ELAC proves vital information and training to help parents have a voice in their child's education at Desmond.

Our Parent/Teacher Association (PTA) works with teachers to help sponsor Back-to-School Night in the fall and Open House and promotion activities in the spring. We encourage all parents to attend these events.

We send out Connect Ed 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. In addition to regularly scheduled conference dates, parents 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, Marvin Baker, Principal, at (559) 664-1775.

School Safety

We revise our School Safety Plan annually and the plan was last updated in February 2010. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available for the public to review; a copy is located in the main office. We share the plan with all staff during a schoolwide staff meeting. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency preparedness in late April.

District Financial Data

District Salary Data		
Category	**Madera USD**	**Similar Sized District**
Beginning Teacher Salary	$38,419	$41,155
Mid-Range Teacher Salary	$60,085	$65,379
Highest Teacher Salary	$73,983	$85,049
Average Principal Salary (Elementary School)	$100,493	$106,453
Average Principal Salary (Middle School)	$107,517	$111,487
Average Principal Salary (High School)	$114,667	$121,513
Superintendent Salary	$170,000	$194,802
Teacher Salaries — Percent of Budget	40.2%	39.9%
Administrative Salaries — Percent of Budget	6.1%	5.1%

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	
	Desmond MS
Total Expenditures Per Pupil	$5,233
Expenditures Per Pupil From Restricted Sources	$575
Expenditures Per Pupil From Unrestricted Sources	$4,658
Annual Average Teacher Salary	$56,284

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		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Desmond MS	$4,658	$56,284
Madera USD	$4,766	$54,773
California	$5,681	$66,478
School and District — Percent Difference	-2.3%	+2.7%
School and California — Percent Difference	-22.0%	-18.1%

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.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of December 2010.