

**School Accountability Report Card  
Reported for School Year 2009-10  
Published During 2010-11**

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

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 (e.g., 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 on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Albany Middle School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	1259 Brighton Ave.	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	510 558-3600	<b>Superintendent</b>	Marla Stephenson
<b>Principal</b>	Robin Davis	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:rdavis@ausdk12.org">rdavis@ausdk12.org</a>	<b>CDS Code</b>	01-61127-6090161

### School Description and Mission Statement (School Year 2009-10)

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

Albany Middle School is a school community dedicated to learning. The mission of providing a rich and rigorous standards-based curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world. At AMS everybody teaches; everybody learns. AMS was recognized as a California Distinguished School in 2003.

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Our school values and enjoys a high level of parent involvement. The school works in partnership with parents to support students, staff and programs.

Opportunities for parent involvement include School Site Council, PTA, Music Boosters, Albany Education Foundation, English

Language Learner Advisory Committee, SchoolCare, and classroom volunteers. Communication is accomplished through weekly school wide newsletters and Aeries, a web-based communication system, as well as classroom newsletters; phone calls, email, report cards, and conferences.

The PTA supports the instructional program with parent education, escript, library volunteers, lunch time volunteers, chaperoning field trips and dances, supporting school enrichment, and tutoring. The School Site Council monitors our program of instructional improvements and supports the library and ELD support . These organizations and other community resources have provided help to our classrooms.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	276
Grade 7	296
Grade 8	306
<b>Total Enrollment</b>	<b>879</b>

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8	White	37
American Indian or Alaska Native	1	Two or More Races	4.5
Asian	31.4	Socioeconomically Disadvantaged	19
Filipino	2	English Learners	11
Hispanic or Latino	13.6	Students with Disabilities	12
Native Hawaiian/Pacific Islander	0.46		

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

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	26.6	2	46	0	27.5	1	46	0	**	**	**	**
Mathematics	25	7	27	2	25.6	8	25	2	**	**	**	**
Science	28.2	1	31	0	28.7	0	32	0	**	**	**	**
Social Science	28	0	32	0	28.4	1	31	0	**	**	**	**

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

We maintain a comprehensive school Safety Plan that meets local and state guidelines. The safety plan is annually approved by the School Board. Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms and additional emergency supplies are stored on site. The status of the school's safety plan is reported yearly to the Board of Education.

The key elements of the school's annual safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of AUSD site personnel, instructional staff, site coordinator, and ERT committee. Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after event critique, and after action report.

## Part II: Emergency Procedures

Building evacuation

Fire

Chemical accident

Earthquake

Air Pollution

Explosion/aircraft crash

Bomb threat

Suspicious individuals

Medical/First aid

Terrorist situation

## Part III Emergency Forms/Checklists

Sample parent letter

Hazard identification checklist

Recommended emergency supplies

Guidelines for preparing a Buddy/Teacher list

Sample emergency information sheet

Sample student district notice of first aid care

Sample site status report

For further information regarding the school's safety plan, feel free to contact the principal or assistant principal.

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	10.8	14.5	7.8	4.6	9.8	6.0
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1

**IV. School Facilities****School Facility Conditions and Planned Improvements (School Year 2010-11)**

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Albany Middle School is in its twelfth year at this campus. The large atrium area encourages student interaction and study. The full size gym is a wonderful resource to our school and community at large for athletic events, assemblies, band/choir performances, dances, and other events. There are three fully equipped science labs and art and music facilities. AMS has 28 classrooms and the facility was awarded the LeRoy B Green Architectural Design Award.

**School Facility Good Repair Status (School Year 2010-11)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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]	[ ]	[ ]	Replaced recalled sprinkler heads at site

<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]

**V. Teachers**

**Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	44	47	51	184
<b>Without Full Credential</b>	9	5	0	0
<b>Teaching Outside Subject Area of Competence</b>	2	2	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	2	0	0
<b>Vacant Teacher Positions</b>	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	98.0	2.0
<b>All Schools in District</b>	99.0	1.0
<b>High-Poverty Schools in District</b>	n/a	n/a
<b>Low-Poverty Schools in District</b>	98.6	1.4

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2009-10)**

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	2.0	439.5

<b>Counselor (Social/Behavioral or Career Development)</b>	n/a	---
<b>Library Media Teacher (Librarian)</b>	1.0	---
<b>Library Media Services Staff (paraprofessional)</b>	0.8	---
<b>Psychologist</b>	0.6	---
<b>Social Worker</b>	n/a	---
<b>Nurse</b>	n/a	---
<b>Speech/Language/Hearing Specialist</b>	1.0	---
<b>Resource Specialist (non-teaching)</b>	n/a	---
<b>Other</b>	3.0	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	All students have access to current standards-based textbooks and materials.  McDougal-Littell Literature and Writer's Craft Core Novels	0	Yes
<b>Mathematics</b>	All students have access to current standards-based textbooks and materials.  McDougal-Littell Mathematics Course 1 and 2 for grades 6 and 7 Algebra I for grade 8	0	Yes
<b>Science</b>	All students have access to current standards-based textbooks and materials. We are currently in the process of adopting new textbooks in math for the 2008-2009 academic year.  Prentice - Hall for grades 6 and 7 Addison - Wesley for grade 8	0	Yes
<b>History-Social Science</b>	All students have access to current standards-based textbooks and materials.  TCI - History Alive 6 - 8	0	Yes
<b>Foreign Language</b>	All students have access to current standards-based textbooks and materials.  French: "Discovering French Nouveau" Bleu I (McDougal-Littell) Spanish: "Realidades" (Prentice-Hall)	0	Yes
<b>Health</b>	N/A	N/A	Yes
<b>Visual and Performing Arts</b>	N/A	N/A	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expenditure of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,765	\$2,816	\$3,949	\$64,777
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and District	---	---	-29.58%	-7.22%
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-30.46%	-9.12%

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

We have a full seven period day for all 7th and 8th grades. SchoolCARE provides electives and .40 of our counseling services. Our Single Plan for Instruction supports English Language Learner support and library tech support. We are a Title I school and offer support classes in math, reading, and homework. We have a full music program that includes Jazz Band, Jazz Workshop, and choir supported by the Music Fund as well as a three bands and an orchestra.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605
Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	28.4	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose

disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tq/sr/documents/pkt5intrpts09.pdf>.

*Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	74	78	78	71	75	75	46	50	52
Mathematics	76	77	77	70	75	75	43	46	48
Science	79	78	78	70	74	74	46	50	54
History-Social Science	61	63	63	51	60	60	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	74	71	72	62
All Student at the School	78	77	78	63
Male	73	75	78	60
Female	83	79	78	65
Black or African American	55	51	59	46
American Indian or Alaska Native	*	*	*	*
Asian	59	73	67	57
Filipino	79	68	*	*
Hispanic or Latino	82	91	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
White	81	75	79	60
Two or More Races	74	67	70	55
Socioeconomically Disadvantaged	59	58	64	40
English Learners	32	51	49	20
Students with Disabilities	45	43	57	37
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pfi/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		

	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	**	**	**

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2007	2008	2009
Statewide	10	10	10
Similar Schools	8	8	3

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	0	6	8
Black or African American			
American Indian or Alaska Native			
Asian	11	14	3
Filipino			
Hispanic or Latino	20	17	
Native Hawaiian/Pacific Islander			
White	-17	7	-27
Two or More Races			
Socioeconomically Disadvantaged	3	34	18
English Learners			-4
Students with Disabilities			

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	889	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	942	906	890
Filipino			851
Hispanic or Latino		781	715
Native Hawaiian/Pacific Islander			753
White	880	894	838
Two or More Races			808



<b>Socioeconomically Disadvantaged</b>	794	784	712
<b>English Learners</b>	797	830	692
<b>Students with Disabilities</b>	656	650	580

### Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

### Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Currently in Program Improvement</b>	---	

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are three district-wide staff development days, along with Wednesday afternoon meetings. It has been an on-going focus for teachers to align curriculum to state-standards and support at-risk students. As a school we continue to look at issues around bullying and respect as we work with students. We have implemented a school climate program called BEST and have a 40% teacher on site to help coordinate and support activities and programs working with student safety and respect.

We continue to work with Albany High School to look at curriculum, standards, and how to prepare our students for a smooth transition to high school with the knowledge they need to be successful at the next level as well as prepared to pass the CAHSEE. We are developing essential standards and formative assessments for students in all classes and coordinating with the high school on this important work. We have a District-wide Strategic Plan that guides our work on essential standards, communication, and collaboration throughout the district.

August 23: Working on essential standards to be taught in all classes and available to all students. Develop year-long plans

and objectives, and look at formative assessment.

September 27 and 28: Curriculum planning to support all students. Looking at rubrics to use to assess understanding of essential standards. Continue work on BEST and working with the new web-based program Aeires.