Adams Middle School

Soar Above The Rest

ADAMS MIDDLE SCHOOL

2600 Ripley Avenue, Redondo Beach, CA 90278
2011-12 School Accountability Report Card ~ Published in 2012-13

Redondo Beach Unified School District

Principal
Mr. Anthony Taranto

Superintendent
Dr. Steven Keller

Board of Education
Anita Avrick, President
Laura Emdee, Vice-President
Jane Diehl, Presiding Officer
Drew Gamet, Member
Todd Lowenstein, Member
Daniella Ruotolo, Student Member

RBUSD
MISSION STATEMENT
We, in the Redondo Beach Unified School District community, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

1401 Inglewood Avenue
Redondo Beach, CA 90278
310-379-5449
www.rbusd.org

School Description and Mission Statement

This section provides information about the schools goals and programs.

Adams Middle School is located in North Redondo Beach. It receives students from four feeder elementary schools. The school has three computer labs on campus each equipped with workstations for student usage on a one-to-one ratio. Teachers and classified staff are encouraged and empowered to be involved in the decision making progress. Parent involvement is strongly encouraged with parents serving on School Site Council, PTSA, ELAC Committee, and Hands-On Art.

Mission Statement: The parents, students, faculty and support staff at Adams Middle School are committed to the pursuit of excellence in all curricular endeavors as well as the cultivation of individual student abilities, fostering citizenship in a safe, healthy and supportive environment.
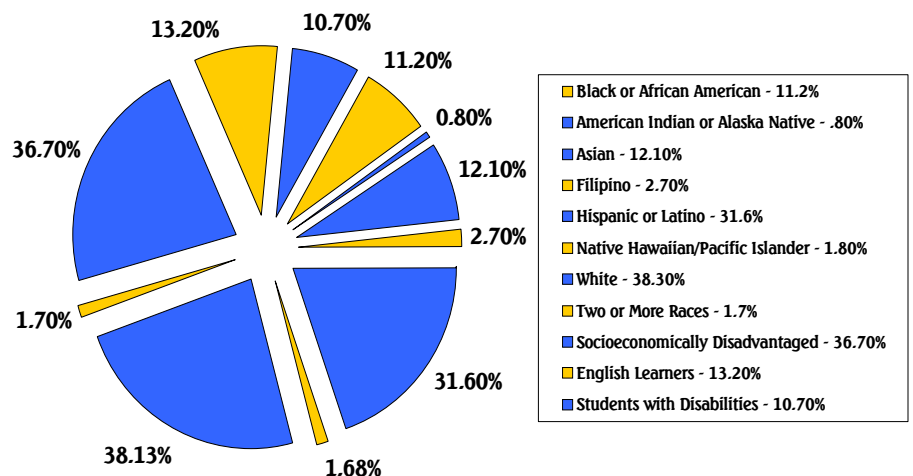
Opportunities for Parental Involvement

Adams Middle School encourages many different forms of parent participation including our PTSA. Please contact Adam Silver, PTSA President, at: 310-798-8636 or email adamsnews@rbusd.org.

Student Enrollment by Grade Level (2011-12)

Grade 6	Grade 7	Grade 8	Total
321	286	297	904

Student Enrollment by Subgroup (2011-12)

- Black or African American - 11.2%
- American Indian or Alaska Native - .80%
- Asian - 12.10%
- Filipino - 2.70%
- Hispanic or Latino - 31.6%
- Native Hawaiian/Pacific Islander - 1.80%
- White - 38.30%
- Two or More Races - 1.7%
- Socioeconomically Disadvantaged - 36.70%
- English Learners - 13.20%
- Students with Disabilities - 10.70%

Average Class Size

	Subject	Average
2009-10	English	28.4
	Mathematics	27.1
	Science	31.1
	Social Science	32.6
2010-11	English	24.7
	Mathematics	26.0
	Science	28.7
	Social Science	28.6
2011-12	English	31.3
	Mathematics	32.2
	Science	27.6
	Social Science	31.9

Class Size Distribution

Yr.	Subject	Number of Classrooms		
		1-22	23-32	33+
2009-10	English	2	18	5
	Mathematics	5	15	6
	Science		18	6
	Social Science	1	15	7
2010-11	English	10	8	9
	Mathematics	8	10	7
	Science	3	9	10
	Social Science	5	7	10
2011-12	English	0	10	8
	Mathematics	0	9	11
	Science	5	9	8
	Social Science	1	6	11

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	5.5	7.8	6.0	3.07	4.12	2.7
Expulsions	0.0	0.0	0.0	0.05	0.11	0.08

School Safety Plan

School Safety is one of our highest priorities. Adams Middle School has developed a school safety plan that encompasses all aspects of school safety including physical and social-emotional safety as well as internet safety. All sites and the district office have completed new emergency plans aligned with the State Emergency Management System (SEMS). The plans link communication, resources, services and facilities in an up-to-date plan. Our school safety plan is reviewed annually and presented for approval by the School Site Council, consisting of student, parent, certificated and classified representation. Staff discussed the plan during the month of January.

School Facility Conditions and Planned Improvements

Items Inspected	Repair Status				Repairs Needed and Action Taken
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✔			
Interior: Interior Surfaces		✔			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✔			
Electrical: Electrical		✔			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✔			
Safety: Fire Safety, Hazardous Materials		✔			
Structural: Structural Damage, Roofs		✔			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✔			
Overall Rating	Good				

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 can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/

Teachers	School			District
	2010-11	2011-12	2012-13	
With Full Credential	36.2	39	36	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	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	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2010-11)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Professional Development

Adams continues to focus on engaging all students in the lesson and checking for understanding formatively throughout the lesson by using components of prior staff development in Direct Interactive Instruction training through Action Learning Systems. (ALS)

There is a continued focus on differentiating for EL and special needs students.
Staff Development has taken place on strategies for EL students as wel as curriculum pacing/calendars, benchmark assessments, GATE strategies, and the implementation of Cornell Notes, an AVID strategy school-wide.

Support Staff

The following is a list of support staff at the school and their full time equivalent. The average number of students per academic counselor is 904.

Academic Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/ Hearing Specialist	
Resource Specialist (Non-teaching)	
Other	

CURRICULUM AND INSTRUCTIONAL MATERIALS

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on October 2, 2012.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/ Language Arts	6-8 Literature and Language Arts .... Holt	0%
Mathematics	6 Numbers to Algebra Course 1 ....Holt 6-8 Pre-Algebra Course 2 ....Holt 6-8 Algebra 1..Holt 6-8 Geometry .... Pearson/Prentice Hall 8 Algebra Readiness .... UCLA	0%
Science	6-8 CA Science Explorer - Focus on Science .... Pearson/Prentice Hall	0%
History-Social Science	6 Social Studies, Ancient Civilizations ....Holt 7 Social Studies, Medieval to Early Modern Times ....Holt 8 Social Studies, U.S. History, Independence to 1914 ....Holt	0%
Foreign Language	6-8 Avancemos Level 1 .... McDougal Littell 6-8 Chinese Link Level 1 .... Pearson/Prentice Hall	0%

California Physical Fitness Test Results

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 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 (PFT) Web page.

Percent Of Seventh Grade Students Meeting Healthy Fitness Zones

- 4 of 6 Standards: 12.2
- 5 of 6 Standards: 20.9
- 6 of 6 Standards: 59.7
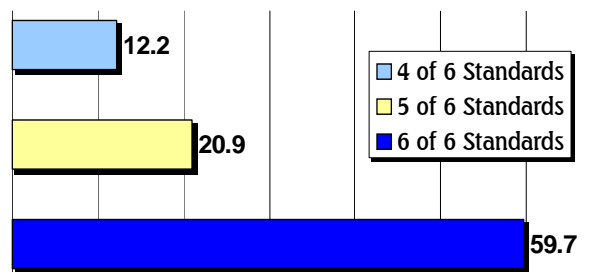
STUDENT PERFORMANCE

Standardized Testing and Reporting Program

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists at 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 assessment.

The CST's 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 www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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). *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.*

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	72	71	76	72	74	78	52	54	56
Mathematics	61	64	66	64	67	69	48	50	51
Science	79	91	85	79	82	84	54	56	60
History-Social Science	69	72	72	68	70	70	44	48	49

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 for the most recent testing period. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.*

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	76	66	85	72
Male	73	67	86	72
Female	80	66	85	72
Black or African American	60	45	68	56
American Indian or Alaska Native	0	0	0	0
Asian	88	84	100	87
Filipino	80	80	91	67
Hispanic or Latino	67	56	80	64
Native Hawaiian or Pacific Islander	69	69	0	0
White	84	74	90	82
Two or More Races	89	74	0	0
Socioeconomically Disadvantaged	65	52	75	62
English Learners	35	37	67	32
Students with Disabilities	59	35	53	28
Students Receiving Migrant Education Services				

ACCOUNTABILITY

Academic Performance Index (API)

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 on the CDE Academic Performance Index (API) Web page.

API Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	8	9	9
Similar Schools	8	10	10

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

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

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
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/D" means that no data were available to the CDE or LEA to report.	All Students at the School	30	1	
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino	21	-1	
	Native Hawaiian or Pacific Islander			
	White	64	-23	
	Two or More Races			
	Socioeconomically Disadvantaged	26	15	
	English Learners	33	21	
	Students with Disabilities		38	

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

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

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			6,285	891	4,664,264	788
Black or African American			434	833	313,201	710
American Indian or Alaska Native			38	833	31,606	742
Asian			760	944	404,670	905
Filipino			172	918	124,824	869
Hispanic or Latino			1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander			67	892	26,563	775
White			3,201	910	1,221,860	853
Two or More Races			167	911	88,428	849
Socioeconomically Disadvantaged			1,297	825	2,779,680	737
English Learners			568	797	1,530,297	716
Students with Disabilities			802	743	530,935	607

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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP can be found on the CDE Adequate Yearly Progress (AYP) Web page.

AYP Overall and by Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	No

"Yes" Met 2011 AYP Criteria   "No" Did not Meet 2011 AYP

Federal Intervention Program (2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-13	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

SCHOOL FINANCES

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

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.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8157.71	2840.48	5317.22	69432.97
District			5362.62	$71246.
Percent Difference School Site and District			-0.8%	-2.5%
State			$5,455	$66,336
Percent Difference School Site and State			-2.5%	4.7%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,290	$40,656
Mid-Range Teacher Salary	$70,589	$64,181
Highest Teacher Salary	$84,914	$82,486
Average Principal Salary (Elementary)	$104,765	$102,165
Average Principal Salary (Middle)	$108,964	$108,480
Average Principal Salary (High)	$113,308	$117,845
Superintendent Salary	$230,440	$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Types of Services Funded (2011-12)

Adams provided program and supplemental services funded through Title 1, ELAP, EIA and the districts general fund in the form of a Block grant. Funding was used to support the curriculum with supplementary materials, new technology, extracurricular excursions, 1.0 Teacher on Special Assignment, intervention programs, and staff development.

DataQuest is an online data tool 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 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.

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