

# Durham Intermediate School

## School Accountability Report Card



### GRADES 6-8

9416 Putney Dr. Durham, CA 95938

Phone: (530) 895-4690

Website: [www.durhamunified.org/dis](http://www.durhamunified.org/dis)

Greg Blake, Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### Principal's Message

Durham Intermediate School is located in Durham, CA, approximately seven miles south of Chico in Butte County. The school serves a student population of approximately 255 students in grades 6-8. We hold high expectations for all students both academically and socially. Our professional faculty is skilled and personally committed to meeting the needs of all students. At DIS we emphasize the concepts of Taking Center Stage. We have worked hard to organize students and curricula to reflect the philosophy that our school is not a "junior high" but an intermediate institution. We provide a caring "intermediate" stage as students move from elementary school to high school, and we prepare them for the academic challenges that lie ahead for them. Our program is focused on standards as prescribed by the state of California and our local school board. Our mission at Durham Intermediate School is to provide a student-centered, nurturing environment, where students are held to high expectations inside and outside the classroom. 2011-12 brings us new challenges and beginnings. We are implementing the Second Step character education curriculum along with the Project Wisdom program we currently use and we will continue to provide the high quality education that our community has come to expect from Durham Intermediate School.

### Parental Involvement

This section provides information about opportunities for parents to become involved with school activities. Parent involvement is a valued aspect of our school community. Parent volunteers are welcomed in the classroom. They are available for driving and chaperoning field trips and other school activities. Parents actively participate in our annual 8th Grade Project, Jog-a-Thon, the Medieval Feast, and our Olympic celebrations. Our Parent Teacher Student Organization and School Site Council are crucial in the continuing success of DIS. Our PTS has raised money to provide student lockers, the repainting of our gymnasium, a computer lab, school dances and outside student furniture. Our School Site Council continues to use current student data to help make decisions that guide our school toward high academic achievement. If you have an interest in either of these organizations, you may contact our office for more information.

For more information on how to become involved, contact Elaine Voris, School Secretary, at (530) 895-4690.

### School Safety

Our Safety Plan is reviewed annually in the Autumn of every year. After an extensive evaluation of the safety plan, our school and district made appropriate changes. We survey parents regularly in regards to their perceptions of school safety and academic programs. We have yard supervision before school, at break and lunch. We have a closed campus, and visitors must register in the office when visiting our campus. We regularly hold fire and disaster drills. In homerooms, teachers are asked to review our safety plans with students.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty 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.

*"Our professional faculty is skilled and personally committed to meeting the needs of all students."*



### Durham Unified School District

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Mary Sakuma  
Superintendent

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.



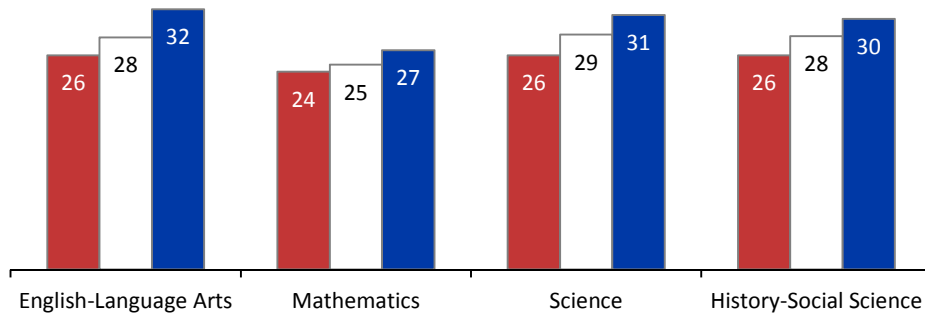
### Mission Statement

To empower each student to achieve his/her potential to be a knowledgeable, productive, responsible citizen who is a lifelong learner and is able to function successfully and with integrity in a changing, complex world.

### Class Size

08-09 09-10 10-11

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

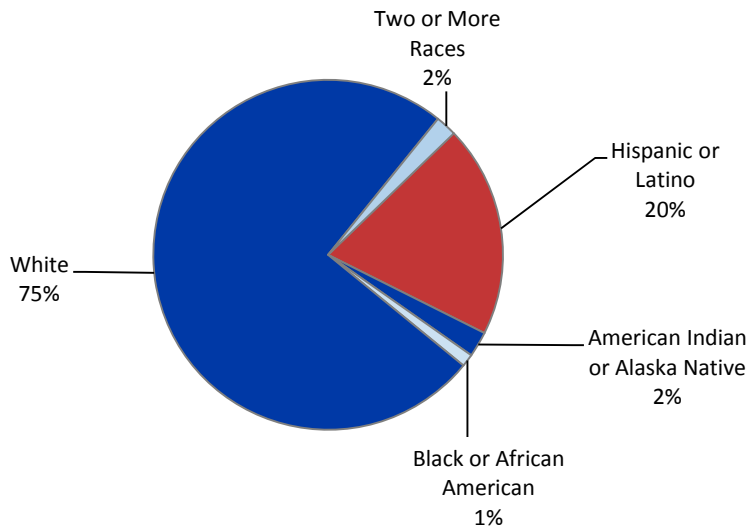


### Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		7			6		1	5	3
Mathematics	2	6		1	6		2	8	
Science	1	6			6			7	1
History-Social Science	1	6			6		1	5	3

### Enrollment and Demographics

The total enrollment at the school was 255 students for the 2010-11 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

### 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	18.8%
Five of Six Standards	14.5%
Six of Six Standards	59.4%



### Student Enrollment by Group

Durham IS	
Socioeconomically Disadvantaged	39.6%
English Learners	11.8%
Students with Disabilities	8.2%

### 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			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Exemplary
<b>Date of the Most Recent School Site Inspection</b>			10/26/2011
<b>Date of the Most Recent Completion of the Inspection Form</b>			10/26/2011

### 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
External	Some door locks in need of repair: Repair in winter 2012.

### School Facilities

Our school includes 11 buildings, of which eight are portables. We have 12 classrooms, with one permanent structure housing four of these. All classrooms are equipped with at least one computer having access to the Internet. We currently have adequate space to house all of our students comfortably. In addition to Internet access, all classrooms have cable TV, phones, and water. Classrooms are in good condition and are maintained regularly. We are fortunate to have a full gymnasium with locker rooms. The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Our maintenance staff does an excellent job of keeping the buildings in a good state of repair. School grounds are welcoming, and all restrooms are kept clean and functioning.



### 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			
Durham IS			
	08-09	09-10	10-11
Suspension Rates	0.084	0.083	0.051
Expulsion Rates	0.000	0.000	0.000
Durham USD			
	08-09	09-10	10-11
Suspension Rates	0.089	0.087	0.067
Expulsion Rates	0.000	0.000	0.000



### Textbooks and Instructional Materials

Textbooks are adopted from the most recent State-approved and/or local governing board approved list. The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	McDougal/Littell, Grades 6-8	2002
Mathematics	Pearson/Prentice Hall, California Series	2008
Mathematics	Algebra 1 (8), Pre-Algebra (7)	2001
Mathematics	McDougal/Littell, 2001, Grades 6	2001
Science	Pearson Prentice Hall	2008
Science	Focus on Earth Science, Grade 6	2008
Science	Focus on Life Science, Grade 7	2008
Science	Focus on Physical Science, Grade 8	2008
History-Social Science	Teachers' Curriculum Institute	2005
History-Social Science	History Alive!	2005

### Availability of Textbooks and Instructional Materials

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

Durham IS	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

### Currency of Textbook Data

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

Currency of Textbook Information	
Durham IS	
Data Collection Date	09/2011

### Quality of Textbooks

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

Durham IS	
Quality of Textbooks	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



*“We provide a caring ‘intermediate’ stage as students move from elementary school to high school, and we prepare them for the academic challenges that lie ahead for them.”*



### STAR Results for All Students: Three-Year Comparison

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.

Percentage of Students Scoring at Proficient or Advanced Levels

	Durham IS			Durham USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
<b>English-Language Arts</b>	55%	60%	64%	58%	57%	58%	49%	52%	54%
<b>Mathematics</b>	41%	45%	35%	47%	43%	43%	46%	48%	50%
<b>Science</b>	58%	69%	45%	60%	62%	56%	50%	54%	57%
<b>History-Social Science</b>	42%	50%	50%	45%	50%	50%	41%	44%	48%

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

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the District</b>	58%	43%	56%	50%
<b>All Students at the School</b>	64%	35%	45%	50%
<b>Male</b>	49%	35%	38%	46%
<b>Female</b>	78%	36%	51%	53%
<b>Black or African American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	50%	29%	19%	18%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	70%	39%	50%	58%
<b>Two or More Races</b>	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	55%	24%	43%	39%
<b>English Learners</b>	❖	❖	❖	❖
<b>Students with Disabilities</b>	35%	39%	❖	❖
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖	❖

❖ 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 data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

## API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	7	6	7
Similar Schools API Rank	2	1	2

## 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 2011 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.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Durham IS — Actual API Change		
	Durham IS		Durham USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	245	779	779	791	4,683,676	778	-2	32	-32
Black or African American	3	■	8	■	317,856	696	■	■	■
American Indian or Alaska Native	5	■	10	■	33,774	733	■	■	■
Asian	0	■	3	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	50	707	145	689	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	184	803	599	818	1,258,831	845	1	52	-44
Two or More Races	3	■	10	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	103	724	318	727	2,731,843	726	-7	46	-2
English Learners	30	656	83	648	1,521,844	707	■	■	■
Students with Disabilities	22	575	72	574	521,815	595	■	■	■

■ 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 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Durham IS		Durham USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	✘		Yes	

### 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 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Durham IS	Durham USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

*“Our program is focused on standards as prescribed by the state of California and our local school board.”*



### Professional Development

Our professional development opportunities occur during six yearly minimum days where teachers develop and re-view assessments and discuss student test scores and achievement. Collaboration occurs in grade level teams and in vertical teams between the high school and intermediate school. We bring professional trainers in when necessary and offer offsite opportunities for professional growth.

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



### 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				
	Durham USD	Durham IS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	54	13	13	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Durham IS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://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
Durham IS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ 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	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.29
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	0.33
Social Worker	0.00
Nurse	0.13
Speech/Language/Hearing Specialist	0.13
Resource Specialist (non-teaching)	0.00



**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.

### Financial Data

The financial data displayed in the SARC is from the 2009-10 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://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		
Category	Durham USD	Similar Sized District
Beginning Teacher Salary	\$38,977	\$37,978
Mid-Range Teacher Salary	\$53,442	\$55,252
Highest Teacher Salary	\$75,712	\$71,674
Average Principal Salary (Elementary School)	\$86,046	\$87,651
Average Principal Salary (Middle School)	\$80,326	\$92,196
Average Principal Salary (High School)	\$85,068	\$93,352
Superintendent Salary	\$123,200	\$116,851
Teacher Salaries — Percent of Budget	44%	34%
Administrative Salaries — Percent of Budget	5%	7%

### 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
Durham IS	\$4,568	\$66,483
Durham USD	\$6,182	\$63,159
California	\$5,455	\$57,163
School and District — Percent Difference	-35.3%	+5.0%
School and California — Percent Difference	-19.4%	+14.0%

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](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

### 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	
Durham IS	
Total Expenditures Per Pupil	\$4,802
Expenditures Per Pupil From Restricted Sources	\$235
Expenditures Per Pupil From Unrestricted Sources	\$4,568
Annual Average Teacher Salary	\$66,483

### Types of Services Funded

In addition to these monies, Durham Intermediate School receives supplemental funding for specific purposes. A School Based Coordinated program grant supports school improvement effort. Access to Title I, II, and III monies support reading and math instruction, staff development, and English Learners.



### School Accountability Report Card

PUBLISHED BY: **SIA** School Innovations & Advocacy  
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