

Blythe Middle School

School Accountability Report Card



GRADES 7-8

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Douglas Ferber, Principal

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

Principal's Message

I'd like to welcome you to Blythe Middle School's Annual School Accountability Report Card and thank you for taking the time to explore it. It is the belief of Blythe Middle School that students can and will excel in an environment that is tailored to their evolving needs. Our Academic Performance Index (API) and Adequate Yearly Progress (AYP) growth during the past year reflects the strides we have made. Although we recognize our areas of needs and concerns, we are proud that we continue to meet nearly all academic goals from the State, District and Federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. We believe that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Blythe Middle School change with the times and work toward meeting the needs of all our students.

Parental Involvement

By volunteering in the classroom, in the library, in the school office, or serving on a decision-making group, parents may become a member of Blythe Middle School's learning community dedicated to developing independent lifelong learners. An open invitation is extended to parents to participate in parent conferences and school events such as Red Ribbon Week, the book fair, and Back to School Night. For parents who wish to help their student succeed in school, community-sponsored parenting classes are offered to teach parents effective strategies on how to help and support their student's education at home.

Parents are encouraged to serve on the School Site Council (SSC), Roadrunner Parent Teacher Organization (RPTO), Advancement Via Individual Determination (AVID) Advisory Team, or English Language Advisory Council (ELAC) to actively participate in the growth and improvement process of their student and the school. At the beginning of each school year, all parents are invited to attend the first RPTO meeting to participate in officer elections. Blythe Middle School's RPTO oversees and raises funds for student activities. The SSC approves the school site plan and oversees the school budget; the ELAC members help students learning English.

All school-to-home communication, provided in both English and Spanish, takes place at all levels throughout the year to keep parents up to date on student progress and school issues. Quarterly newsletters, flyers, the school marquee, the local cable TV station, local radio station, and notices posted in the local newspaper help keep parents apprised of school events, meeting dates, fundraisers, activities, and parent classes. Blythe Middle School sends a special announcement at the beginning of the year to invite parents to the first RPTO meeting of the year when officer elections take place. RPTO representatives communicate directly with parents at regular meetings or with personal phone calls to share valuable information. Parent conferences are held in the evenings to give working parents a convenient opportunity to discuss their child's academic progress with teaching staff.

Blythe Middle School invites parents to get involved in their child's educational experience. Any parent who wishes to donate their time and talents or would like more information may contact the school office or principal Douglas Ferber at (760) 922-1300. To ensure the safety of students, all visitors are required to obtain a fingerprint clearance before working on campus.



Palo Verde Unified School District

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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.



District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence. We expect every student to read, write, and calculate competently. We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion. We expect every parent, student and district employee to support the mutual quest for excellence. We are unalterably committed to the infinite truth of student potential and the challenging truth of student performance.



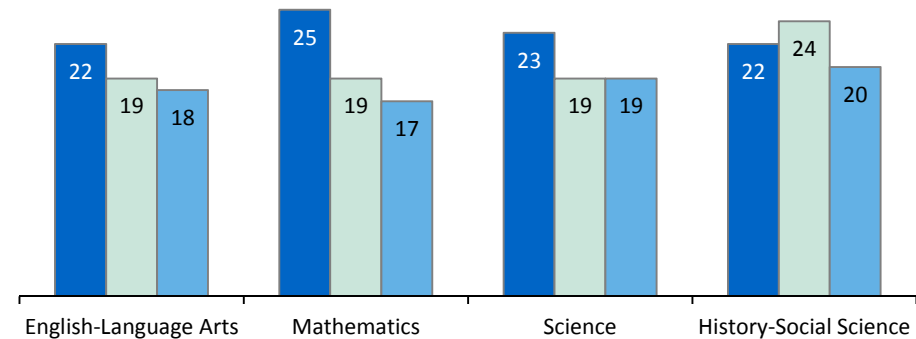
Student Enrollment by Group

Blythe MS	
Socioeconomically Disadvantaged	64.5%
English Learners	18%
Students with Disabilities	13.4%

Class Size

08-09 09-10 10-11

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

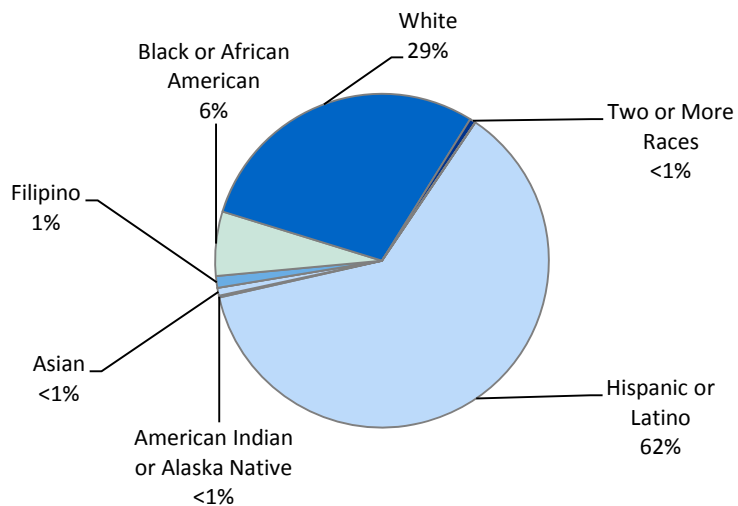


Class Size Distribution — Number of Classrooms By Size

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	13	19				36	24	6	
Mathematics	5	22				38	33	5	
Science	11	25			28		23	4	
History-Social Science	15	24			24		19	8	

Enrollment and Demographics

The total enrollment at the school was 529 students for the 2010-11 school year.*



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

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. At the time of this school facility inspection, no deficiencies were found.

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
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/25/2011
Date of the Most Recent Completion of the Inspection Form			10/25/2011

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
Systems	No deficiencies
Interior	No deficiencies
Cleanliness	No deficiencies
Electrical	No deficiencies
Restrooms/Fountains	No deficiencies
Safety	No deficiencies
Structural	No deficiencies
External	No deficiencies



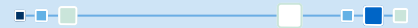
School Facilities

Blythe Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Blythe Middle School was built in 1958; over the years, ongoing modernization and remodeling projects have ensured school facilities are kept up to date and provide adequate space for students and staff.

Blythe Middle School is located adjacent to the Palo Verde High School campus which enables both schools to share security personnel and facilities resources. One full-time campus security officer is on duty five days a week to patrol and secure student safety at all times. Blythe Middle School has a day custodian on campus starting at 7:00 a.m. each day. A team of two custodians cleans classrooms each evening, on a rotating basis.

Blythe Middle School has 19 permanent classrooms, 19 portable classrooms, one counseling center, one library and media center, one Pupil Responsibility Center, one computer lab, and a large physical education field area.

Relocatable classrooms have been installed in recent years to accommodate lower class sizes.



Availability of Textbooks and Instructional Materials

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

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



Quality of Textbooks

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

Blythe MS	
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

District Mission Statement:

Our Mission is to enrich, empower, and enhance our students' lives through education.

Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the Board of Trustees. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the State's adoption. Site level and District level committees meet to select textbooks and instructional materials. Every student including English Learners have access to their own textbooks and instructional materials.

On October 4, 2011, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the district.

The Board of Trustees adopted a resolution which certifies, as required by Education Code section 60119, that:

1. Each student in each school in the Palo Verde Unified School District has a standards-aligned textbook or instructional materials, or both, to use in class and to take home,
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program,
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired in August 2011.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	McDougal Littell	2002-03
English-Language Arts	Houghton Mifflin	2002-03
English-Language Arts	Sopris West Language!	2005-06
Mathematics	UCLA Math	2007-08
Mathematics	Prentice Hall	2001-02
Mathematics	MacMillan/McGraw-Hill	2001-02
Science	CPO Science	2007-08
History-Social Science	McGraw-Hill	2007-08

Currency of Textbook Data

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

Currency of Textbook Data	
Data Collection Date	08/2011

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						
	Blythe MS			Palo Verde USD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	7%	22%	42%	8%	19%	19%
Expulsion Rate	1%	1%	2%	0%	1%	<1%

Types of Services Funded

Specialized Instruction: Palo Verde Unified School District and Blythe Middle School believe in early identification and intervention of underperforming students prior to testing for learning disabilities—ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, Individual Education Plan (IEP), or Student Study Team guidelines. Instructional programs are aligned with State and District standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

Special Education: Blythe Middle School's special education program is staffed by a special day class teacher and two special day class aides who provide instruction in the full-day special day class. The special day class aides will sometimes provide in-class support for special education students who are mainstreamed in the general education environment. Two resource specialist teachers and two resource specialist aides provide whole-class and small group instruction in the general education classroom or in the resource room. Resource specialists work closely with classroom teachers to provide instruction either on regularly assigned classwork or focused instruction in designated areas.

Individualized instruction for special education students is 1) based upon their IEP and 2) provided in the least restrictive environment. The student's parents and school staff meet annually to evaluate student performance and adjust the child's IEP to meet the student's academic needs.

Palo Verde Unified School District is a member of the multi-district Riverside County Special Education Local Plan Area (SELPA), which collaborates with 21 school districts and other public and private agencies to provide a full complement of special education services for Blythe Middle School's students. Through the SELPA, students have access to an extensive pool of resources and expertise in the field of special education.

English Learner Support: English Learners (EL) are identified through the California English Language Development Test (CELDT) and home language survey. Students are evaluated and placed in reading intervention groups based on language and reading fluency. Two bilingual aides utilize the Language! program, working with EL students to increase their fluency to meet grade level proficiency standards. English learners may supplement their language arts course with an English Language Development (ELD) class (as one of their electives) which focuses on vocabulary development and language skills acquisition. English learners are mainstreamed in the general education environment for math, science, and social science classes to receive instruction from bilingual teachers who have been trained to teach second language skills. Blythe Middle School uses the Houghton Mifflin series for ELD and reading intervention instruction. English learners are assessed annually to measure English language acquisition and adjust reading level and ELD needs accordingly.

High Achievers: Students who need a more challenging curriculum are placed in classrooms to receive more intensive, accelerated instruction. Sixth grade students are assigned to a team of teachers who provide differentiated instruction in each of the core subject areas. Students in seventh and eighth grades are provided a more challenging language arts curriculum. Seventh grade students are enrolled in an accelerated math program and all eighth grade students are enrolled in algebra.

Intervention Programs: Using various tools including State assessment results, teachers, and administrators can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

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Types of Services Funded

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Intervention strategies during and beyond regular school hours include:

- **After-school Tutoring:** Certificated teachers are available after school three days a week to provide 90 minutes of individualized instruction in the student's area of academic need. For math instruction, a qualified math teacher is available to help students with homework or coursework.
- **Math and Reading Intervention:** Students performing at the Below Basic level in reading and/or math are recommended for participation. Certificated teachers provide 100 minutes of intensive reading and math intervention. Instruction takes place individually or in small groups to increase reading and math skills to meet grade level proficiency standards. Instruction generally takes place in the student's regular language arts or math class.
- **Language!:** This intervention program, which meets core language arts curriculum requirements, occurs during the school day. Students are grouped based on reading level and receive 100 minutes of instruction every day. Participation is based upon teacher observation and assessment results. Students are re-evaluated periodically to identify current reading level and instruction adjusted accordingly.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on chapter and end-of-unit tests to determine progress toward achieving proficiency levels, ongoing progress, and instructional needs.



Mission Statement

The mission of Blythe Middle School is to ensure that all students' lives are enriched, enhanced, and empowered through education.



California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	23.1%
Five of Six Standards	19%
Six of Six Standards	26%

Professional Development

As part of the growth process, supplemental training was provided by Blythe Middle School based upon the needs identified through teacher surveys, academic program surveys, and data analysis. Training and staff collaboration were held on late start Wednesdays.

Blythe Middle School supports the training of its instructional aides and non-teaching staff. Instructional aides are invited to participate in some District staff development workshops, professional workshops, and Riverside County's paraprofessional training. Substitutes are invited to attend the District's back-to-school orientations. Non-teaching staff receive job-related training by vendors, professional consultants, or the Riverside County Office of Education.

New teachers receive intensive support and training through the District's New Teacher Induction Program [formerly known as Beginning Teacher Support and Assessment (BTSA)]. For beginning teachers and new teachers recruited from out of state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support.

Palo Verde Unified School District's Pre-intern and Intern Program provides support and assistance to aspiring teachers who seek classroom experience while completing their coursework. Pre-interns and interns must be concurrently enrolled in a District-approved college or university and working with a college-assigned mentor.

Teachers who do not qualify for the Induction Program or the Intern program may take advantage of the District's Buddy Program.

Teachers must hold a valid credential and are assigned to a veteran teacher who provides individualized mentoring and staff development.

Veteran teachers receive support and training through the District's Peer Assistance and Review program (PAR). The PAR program is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as consulting teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members continue to learn new teaching concepts and strategies by attending trade conferences, seminars, professional workshops, and District-sponsored training throughout the year on their own time. Teachers share what they have learned and their experiences with fellow staff members during leadership meetings, staff meetings, and department level meetings.

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

School Safety

A comprehensive School Site Safety Plan was initially developed for Blythe Middle School in collaboration with local law enforcement and fire protection agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Blythe Middle School's most recent School Site Safety Plan was reviewed and updated by the Safety Committee in May 2011. The principal subsequently meets with staff members who are assigned to key responsibilities to share updates and action plans in the event of an emergency. An updated copy of the School Site Safety Plan is available to the public at the Palo Verde Unified School District office and the school office.

School Vision Statement

All Blythe Middle School students will be self-motivated learners with an enthusiasm for life-long learning. They will be prepared to be global citizens who recognize their value and self-worth by striving to do their personal best. Our students will be able to establish priorities which will empower informed choices, as measured by attendance, grades, level of participation, complexity of questions asked and answered, quality of work produced, formative, summative, and authentic assessments, and a positive and productive school and community involvement.

"We believe that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Blythe Middle School change with the times and work toward meeting the needs of all our students."

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									
	Blythe MS			Palo Verde USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	25%	30%	28%	29%	33%	34%	49%	52%	54%
Mathematics	26%	24%	19%	29%	32%	34%	46%	48%	50%
Science	36%	37%	33%	35%	39%	35%	50%	54%	57%
History-Social Science	19%	17%	18%	17%	21%	20%	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
All Students in the District	34%	34%	35%	20%
All Students at the School	28%	19%	33%	18%
Male	25%	19%	42%	24%
Female	32%	19%	25%	12%
Black or African American	18%	3%	18%	5%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25%	17%	26%	16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	36%	26%	49%	24%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	22%	16%	28%	13%
English Learners	2%	0%	0%	0%
Students with Disabilities	7%	8%	❖	3%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ 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/>.



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.

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 and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

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

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						Blythe MS — Actual API Change		
	Blythe MS		Palo Verde 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	480	621	2,533	679	4,683,676	778	-32	18	-32
Black or African American	29	581	203	597	317,856	696	■	■	■
American Indian or Alaska Native	1	■	17	750	33,774	733	■	■	■
Asian	4	■	18	753	398,869	898	■	■	■
Filipino	5	■	15	905	123,245	859	■	■	■
Hispanic or Latino	297	589	1,552	658	2,406,749	729	-44	29	-44
Native Hawaiian or Pacific Islander	0	■	6	■	26,953	764	■	■	■
White	144	685	717	740	1,258,831	845	0	4	-41
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	333	582	1,786	643	2,731,843	726	-32	21	-40
English Learners	87	504	450	601	1,521,844	707	■	25	-69
Students with Disabilities	66	410	284	463	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/.

Adequate Yearly Progress Criteria				
	Blythe MS		Palo Verde USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	No		Yes	
Graduation Rate	✘		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Blythe MS	Palo Verde USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement	5	
Percent of Schools Identified for Program Improvement	71.4%	

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



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.

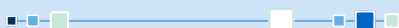


“Blythe Middle School is located adjacent to the Palo Verde High School campus which enables both schools to share security personnel and facilities resources.”

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	1.0
Ratio of Students Per Academic Counselor	529:1
Support Staff	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0



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.

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				
	Palo Verde USD	Blythe MS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	149	45	32	31
Without Full Credential	5	1	1	1
Teaching Outside Subject Area of Competence		4	9	4

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			
	Blythe MS		
	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	1

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/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Blythe MS	82.54%	17.46%
All Schools in District	86.65%	13.35%
High-Poverty Schools in District	86.65%	13.35%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

“By volunteering in the classroom, in the library, in the school office, or serving on a decision-making group, parents may become a member of Blythe Middle School’s learning community dedicated to developing independent lifelong learners.”

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 and www.cde.ca.gov/ds/fd/ec.

District Financial Data

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

District Salary Data		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,475	\$39,074
Mid-Range Teacher Salary	\$60,248	\$60,172
Highest Teacher Salary	\$77,703	\$78,468
Average Principal Salary (Elementary School)	\$88,785	\$95,926
Average Principal Salary (Middle School)	\$102,852	\$99,356
Average Principal Salary (High School)	\$109,735	\$107,041
Superintendent Salary	\$128,787	\$148,555
Teacher Salaries — Percent of Budget	36%	38%
Administrative Salaries — Percent of Budget	6%	6%

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
Blythe MS	\$3,858	\$55,835
Palo Verde USD	\$5,475	\$56,522
California	\$5,455	\$63,062
School and District — Percent Difference	-41.9%	-1.2%
School and California — Percent Difference	-41.4%	-12.9%



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	
Blythe MS	
Total Expenditures Per Pupil	\$5,744
Expenditures Per Pupil From Restricted Sources	\$1,886
Expenditures Per Pupil From Unrestricted Sources	\$3,858
Annual Average Teacher Salary	\$55,835



Blythe Middle School

School Accountability Report Card



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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.

All data accurate as of December 2011.