

Elvira Castro Middle 2005-2006

School Accountability Report Card

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Moreland Elementary

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School Description and Mission Statement

The 2006-2007 school year marks Year One of our newly formed Moreland Middle School. Host to almost 1200 students from the former Samuel Curtis Rogers and Elvira Castro middle schools, MMS is situated in the West San Jose corridor, tucked among the cities of Campbell, Saratoga and San Jose. We are fortunate to have a diverse population, as many of our 6th, 7th and 8th graders represent over 30 languages and ethnicities. Both Rogers and Castro middle schools have received recognition through the California Distinguished School Program, and we have high expectations that our newly blended community of learners will reach new academic heights. We have implemented an outstanding instructional program that includes Honors Math, Reading and Math Intervention classes, and expanded elective offerings in Spanish, Theater Arts, Woodshop, Art, Music, Computer Lab and Cooking.

Our entire staff is dedicated to preparing students to be caring, productive citizens in an innovative and technically advanced world.

Mission Statement

It is the mission of Moreland Middle School to ensure that all students will learn the academic skills and receive the opportunities to become literate, responsible members of a diverse society.

Vision Statement

The Moreland Middle School staff envisions a dynamic educational program that reflects an understanding of the needs of young adolescents.

We strive to:

Instruction/Curriculum

- *Design instructional programs in alignment with state and district content standards.
- *Engage students in a meaningful and challenging curriculum.
- *Utilize varied modes of instruction to foster the success of all students.
- *Ensure that each Moreland Middle School student graduates with the academic proficiency necessary to succeed at high school and beyond.
- *Allocate resources for meaningful staff development in curriculum, instruction, and assessment.

Assessment

- *Ensure that all students become proficient in English/Language Arts and Mathematics.
- *Regularly analyze student performance data to drive instructional practices.
- *Implement interventions to ensure student achievement.

School climate

- *Create a safe and supportive learning environment.
- *Create school-wide structures of communication designed to facilitate and address student-to-student and student-to-teacher issues in a safe environment.
- *Build partnerships with community agencies to provide health and counseling services.

Parent Partnerships

- *Increase parent involvement through consistent communication between school and home: email, websites, newsletter, Gradeweb, progress reports, phone, and regular conferences.
- *Provide meaningful opportunities for all families to participate in the classroom and school community.
- *Work in cooperation to support the mutual goals of home and school.

Opportunities for Parental Involvement

Parent involvement is welcome and encouraged at Moreland Middle School. Through our monthly Home and School Club meetings, parents have an opportunity to volunteer for committees, chaperone school activities and assist students and teachers in classes. Mrs. Kathy Harada is Moreland Middle School's Home and School Club President. Additional information on Moreland Middle School's Home and School Club is available by contacting the MMS office at 874-3300. MMS is also proud to be a part of the Moreland Educational Foundation (MEF). The primary goal of MEF is to provide supplemental financial support to the schools in our district in the areas of technology, math, science, reading, the arts, and to assist in the development of new educational programs which offer significant benefits to the students. MEF has been a vehicle through which large donor foundations or corporations have been able to provide funds to the Moreland School District. Through MEF parents and friends of the District can donate funds with the confidence that those funds will benefit the Moreland School District as a whole.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 6	255
Grade 7	219
Grade 8	234
Total Enrollment	708

Student Enrollment by Group

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	Groups	Percent of Total Enrollment
African American	5%	White (not Hispanic)	49%
American Indian or Alaska Native	1%	Multiple or No Response	5%
Asian	22%	Socioeconomically Disadvantaged	19%
Filipino	2%	English Learners	9%
Hispanic or Latino	16%	Students with Disabilities	8%
Pacific Islander	1%	-----	

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

Grade Level	2003-04				2004-05				2005-06			
	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	30.2	2	38	6	29.2	3	44	1	29.6	1	49	1
Mathematics	30	2	16	6	27.3	2	24		27.6	4	23	1
Science	30.8		18	6	29.5		22		29.9	1	14	1
Social Science	30.8		19	3	30		22		30		25	

II.School Climate

School Safety Plan

The Moreland Middle School Safe School Plan was developed by the Moreland Middle School School Site Council and MMS Staff in conjunction with the San Jose Police Department. The Safe School Plan includes specific action to be taken in case of specific disasters. Every employee in our school has reviewed the plan and is expected to carry out his/her responsibilities in the event of an emergency.

The MMS Safe School Plan is highlighted by the following components:

- * Disaster procedures for staff and students.
- * Disaster procedures for administrators, office staff and custodians.
- * Danger on campus procedures including the violent intruder alert, with instructions for "Code Red".
- * Evacuation map for the campus.
- * Moreland School District Emergency Plan.

School Discipline Practices

Moreland Middle School is highlighted by:

- * Caring, innovative, and reflective staff.
- * Active, spirited, and well-behaved students.
- * Involved, service-oriented parent community.
- * Modern, spacious, beautiful, safe, and well-located campus.
- * Excellent student achievement; over 1/2 of the student body earn honor roll status (3.25 g.p.a. or better).
- * Creative and flexible master schedule with extended blocks of time and only six bells during the day.
- * Outstanding partnerships with city government, corporations, and service organizations.
- * Technology (80 systems) within the entire school networked and ALL staff and students with access to the Internet.
- * School-wide behavior expectation plan that focuses on the principle of RESPECT.
- * Student recognition programs that value achievement and improvement.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Number of Suspensions	63	28	68	128	131	21
Rate of Suspensions	6.4	4	8.2	0.03	0.03	0.0452
Number of Expulsions	3	1	0	3	7	0
Rate of Expulsions	0.3	0.0014	0	0.02	0.05	0.0002

III. School Facilities

School Facility Conditions and Improvements

In September of each year, the district maintenance staff inspects each school for any safety issues. All schools have been modernized and new systems installed, including HVAC, mechanical, electrical, and plumbing. A deferred maintenance schedule and a work order system has been implemented to communicate any unsafe hazardous conditions. The district maintenance, grounds, and custodial staff maintains and repairs facilities, equipment, and hazardous conditions as problems arise on a daily basis. Schools are checked every other month for any hazardous situations. All hazardous materials have been identified and are monitored by a certified lab. The last inspection date was January 14, 2005. The last date for the lab to check hazardous materials was June 1, 2004.

School Facility Good Repair

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

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
	Yes / No	
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (interior and exterior)	Yes	
Interior Surfaces(walls,floors,and ceilings)	Yes	
Hazardous Materials (interior and exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical(interior and exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (inside and outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	31	32	29	215
Without Full Credential	3	0	1	1
Teaching Outside Subject Area of Competence	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	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB 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 <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	96.3%	3.7%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Substitute Teacher Availability

The district maintains a pool of credentialed substitute teachers to call upon when teachers are absent. The district pays substitutes \$125 per day. We are always looking for qualified teachers interested in substitute teaching for our district.

Teacher Evaluation Process

The principals and assistant principal are responsible for all teacher evaluations. Teachers meet with one of the principals or assistant principal in the fall of each year to write goals and objectives for student learning. Permanent teachers are formally evaluated every other year; the evaluation cycle includes two classroom observations and a formal written evaluation. Temporary and probationary teachers receive four classroom observations and two written formal evaluations per year. Evaluations are based on the California Standards for the Teaching Profession. New teachers are part of the BTSA Program and have a mentor who works with them to assure that they are successful.

V. Support Staff

Academic Counselors and Other Support Staff

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
Academic Counselors		
Library Media Services Staff (Paraprofessional)		--
Library Media Teacher (Librarian)		--
Nurse		--
Other		--
Psychologist		--
Resource Specialist (non - teaching)		--
Social Worker		--
Speech/Language/Hearing Specialist		--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	McDougall Litell, Language of Literature, 9/1/2004	
Mathematics	McDougall Litell, Concepts and Skills, 9/1/2002	
Science	Holt Rinehart & Winston Science and Tech, 9/1/2001	
History-Social Science	Teachers Curriculum Institute, 9/1/2006	
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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				
District				\$55,822
Percent Difference – School Site and District				
State			\$4,743	\$56,471
Percent Difference – School Site and State				

Types of Services Funded

Library/Media center, GATE program, after-school and lunch-time programs, ELL program, computer lab, reading and math intervention classes.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,676	\$37,797
Mid-Range Teacher Salary	\$57,335	\$57,601
Highest Teacher Salary	\$77,223	\$71,233
Average Principal Salary (Elementary)	\$91,371	\$88,676
Average Principal Salary (Middle)	\$107,675	\$91,944
Average Principal Salary (High)		\$81,156
Superintendent Salary	\$159,543	\$127,179
Percent of Budget for Teacher Salaries	44.5%	42.1%
Percent of Budget for Administrative Salaries	6.3%	5.8%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	60%	61%	65%	57%	60%	63%	36%	40%	42%
Mathematics	45%	51%	53%	55%	59%	62%	34%	38%	40%
Science			52%	50%	54%	50%	25%	27%	35%
History-Social Science	55%	53%	42%	53%	48%	44%	29%	32%	33%

CST 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
African American	53%	18%	33%	27%
Asian	75%	71%	57%	51%
Hispanic or Latino	41%	29%	34%	31%
White (not Hispanic)	70%	56%	58%	43%
Male	61%	53%	55%	44%
Female	70%	53%	49%	39%
Economically Disadvantaged	45%	33%	43%	31%
English Learners	18%	18%	21%	16%
Students with Disabilities	26%	19%	36%	27%

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	67%	69%	63%	61%	59%	60%	43%	41%	42%
Mathematics	74%	73%	77%	69%	70%	73%	51%	52%	53%

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Asian	71%	90%
Hispanic or Latino	44%	56%
White (not Hispanic)	72%	82%
Male	62%	76%
Female	65%	78%
Economically Disadvantaged	40%	50%
English Learners	18%	27%
Students with Disabilities	35%	30%

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
6	0	0	0	60	68	65	84	83	84
7	0	0	0	0	0	0	73	74	75
8	0	0	0	75	73	74	79	72	76

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	50%
9	

IX. Accountability

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	10	9	9
Similar Schools	10	6	2

API Changes 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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-20	7	5	827
Asian	5	-7	-1	892
White (not Hispanic)	-21	10	4	844
Economically Disadvantaged	-27	-3	32	729

State Award and Intervention Programs

AYP Overall and by Criteria

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
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		12.50%

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Creating and implementing a rigorous, standards-based curriculum along with an appropriate intervention program is essential to the success of our students. Staff members are involved in the decision-making process, and our Leadership Team, along with School Site Council and other parents, work closely to create our excellent instructional program. We continue to promote high academic expectations and foster responsible citizenship and service learning. All students participate in a rigorous, student-centered core curriculum of the following:

- *Three period core of reading, language arts, and social studies
- * Two period block for math and science in 6th and 7th grade
- * Single classes for math and science in 8th grade
- * Grade level physical education, focusing on fitness and healthy lifestyles
- * One elective class per semester (For example: band, orchestra, art, woodshop, computer literacy, public speaking, drama, cooking, leadership, Spanish, culinary arts, and journalism)
- *Math Intervention, Reading Intervention, EL Instruction as needed

Many of our teachers act as instructional leaders by collaborating and sharing best practices with colleagues at department and grade level meetings.

Professional Development

Moreland Middle School is committed to building a strong Professional Learning Community with our newly blended staff. We begin the year with a review of our mission and vision statements, and then move on to analyzing student assessment data and setting yearly goals. As a site, our weekly "late start" Wednesday collaboration time has focused on GATE training, Power Standards, effective instructional strategies, cooperative learning activities, formative assessment and creating benchmark assessments in curriculum areas. Teachers attend workshops based on interest and need, and then have the opportunity to share their learning with colleagues. In addition, grade level department teams are encouraged to use structured planning days on a quarterly basis to strengthen and enrich the academic program. Teams use the results from data and ongoing assessments to drive instruction and shape the Master Schedule. Administrators are involved in modeling lessons and strategies, conducting site trainings and supporting release time for collaboration. This year we have a mentor teacher on site who is able to support our math department, including Honors Math and Math Intervention on a regular basis through lesson study, data analysis and classroom support for small group instruction. Our School Library Improvement Program (S.L.I.P.) funds support attendance at conferences, workshops, release days, and consultant visitations. After reviewing statistical information and data from district and State assessments, the MMS staff and School Site Council continue to focus on raising student achievement.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	54,714	50400
7	54,714	50400
8	54,714	50400

Minimum Days in School Year

- Two minimum days:
- Day before Winter Break in December
- Last day of the school year in June