

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

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

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Price Intermediate School (C.K. Price Middle	District Name	Orland Unified School District
Street	1212 Marin Street	Phone Number	(530) 865-1200
City, State, Zip	Orland, CA 95963	Web Site	http://www.orlandusd.net
Phone Number	(530) 865-1225	Superintendent	Chris von Kleist
Principal	Steve Hiscock	E-mail Address	chris.vonkleist@orlandusd.net
E-mail Address	shiscock@orlandusd.net	CDS Code	11754816007496

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

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

Principal's Message

Price Intermediate is a small intermediate school that includes grades 6, 7 and 8. Teachers and staff at Price Intermediate focus on providing a quality education that adheres to district-adopted curriculum and the California Content Standards. Student enrollment for the 2009 - 2010 school year was 504. At C.K. Price, all staff are committed to the continuous school improvement process and a focus on safety and student achievement. Teacher turnover at Price Intermediate is minimal. Our teachers enjoy working at the school and generally stay until retirement.

Mission Statement

Our goal for our students is that they gain a strong set of academic, citizenship and interpersonal skills so they are well prepared for high school and beyond.

We will provide a safe, enriched, student-centered learning environment where each student can:

- Realize his/her academic, creative and personal potential;
- Develop his/her individual talents and abilities;
- Develop strong decision-making, problem-solving and reasoning skills;
- Develop respect for self and others; and
- Become an involved, responsible citizen.

Focus for Improvement

Beginning in the 2007 - 2008 school year, Price Intermediate implemented an "early release" schedule which allows teacher teams (Professional Learning Communities) to meet on a regular basis to review achievement results, discuss lessons, and share curriculum. All of this work is focused on reflective instructional practice and improving student learning. Last year teachers also began the process of identifying "essential standards" and using this information to develop a year-long "pacing guide" designed to assist with lesson planning throughout the year.

Teachers at Price Intermediate assess student learning with common, district assessments, two times a year in writing and three times in mathematics using common "benchmark assessments." These results have been used to assist with placement and for evaluating promotion/retention to the next grade. They are also used to determine which students require additional support in these areas to become proficient. During the 2009 - 2010 school year, Price Intermediate offered six support classes in math and English Language Arts during the school day as well as three additional afterschool math tutorials that meet three days a week. All of these interventions are courses are taught by highly qualified teachers.

In 2009 - 2010, a supplemental English class was implemented for our EL students who have been scored as a 4 or 5 on the CELDT; in January of 2009 a writing skills class was implemented for students not proficient on our District Writing Assessment. These new classes are a part of the on-going plan for improving the scores of our English learners and socioeconomically disadvantaged students on state standardized tests. More importantly, it will provide them with the skills needed in order to be more successful at the high school and collegiate level.

In addition, Price Intermediate provided supplementary classes in reading and language arts for grades six, seven, and eight before and after school in order to improve students' scores on our district assessments. Tutorial support before and after school was made available to students and many teachers have established regular "homework help" sessions which are available to assist students. In conjunction with these options, supplementary classes in math during the school day and after school are designed to help all students fulfill the state's requirement to complete Algebra 1.

School Climate and Extracurricular Activities

Current Student Council and club options provide activities that support and promote a positive and productive learning environment. Current clubs available include Leadership, Yearbook, Builder's Club, CJSF, Club Live, EAST, Wild About Books and a full selection of sports for boys and girls including soccer, volleyball, basketball, track and wrestling. Price Intermediate also offers a full complement of music and band courses including choir, beginning and advanced band and a music theater class.

The Leadership Class at Price Intermediate coordinates regular, positive events for students and their families including dances, Family Movie Nights, concerts and presentations that engage middle school students and encourage a positive school climate.

Opportunities for Parental Involvement (School Year 2009-10)

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

Parental Involvement

At Price Intermediate School, we welcome parent involvement. Research shows that students whose parents are involved in their education generally achieve higher grades and test scores, attend school more regularly, do their homework more consistently and exhibit more positive attitudes and behavior.

Parents are encouraged to visit the school office any time and stay in touch with their student's teachers and counselor by utilizing the on-line staff phone and email directory. Additionally, parents are encouraged to shadow (attend class with) their students and participate as volunteers in the classroom. They support the annual teacher appreciation celebration and help chaperone field trips and dances. We also welcome community participation, including donations of time, money, materials and expertise.

Each year, parents play an active part in our school as volunteers, chaperones, and supervisors. They are active in our School Site Council (SSC) and our Parent Club and English Language Advisory Council. These organizations are essential to making Price Intermediate the best middle school it can be. C.K. Price has an active Parent Club that supports and promotes our grade-level activities, including sixth grade Environmental Day Camp, the seventh grade Medieval Festival, and the eighth grade trips and promotion activities. Parents are frequently included in the planning and implementation of many of our school activities.

Price Intermediate maintains a school website that is updated on a daily basis to include special notices, calendars, event schedules and the daily school bulletin. By clicking a button, Spanish speaking parents may view the information on the website in Spanish.

Homework

Students are expected to take their schoolwork seriously and to understand that it is part of achieving an excellent education. We assign homework in all classes. Homework includes completing unfinished classwork or it may include extra work to review the content presented in class. Students are given a student planner so parents can know what is assigned and expected by teachers on a daily basis.

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

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

Grade Level	Number of Students
Grade 6	187
Grade 7	184
Grade 8	174
Total Enrollment	545

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	35
American Indian or Alaska Native	1	Two or More Races	
Asian	2.02	Socioeconomically Disadvantaged	73
Filipino		English Learners	21
Hispanic or Latino	60	Students with Disabilities	11
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.7	22	17	0	20.1	19	18	0	20.6	20	17	1
Mathematics	22.2	13	15	0	23.1	12	15	2	22.0	13	13	3
Science	26.1	6	12	1	25.5	6	11	3	26.9	3	14	2
Social Science	23.6	9	12	0	25.1	5	14	0	22.6	10	9	1

III. School Climate

School Safety Plan (School Year 2009-10)

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

We have a closed campus and four campus supervisors, including administrators, who supervise the halls and grounds to ensure a safe and positive school environment. We hold emergency drills throughout the year. Our School Safety Plan includes information on these drills and other safety issues. The SSC updates the Safety Plan annually with input from our instructors, student body, and the Parent Club.

Fire drills and intruder alert drills are conducted throughout the school year, at least one of each is not announced. Our local police department has conducted mock intruder alerts on this campus to gain familiarity with the site and to further enhance their emergency response skills and procedures.

In 2007-08 we reviewed our existing fire and safety evacuation plans with the local fire department and the State Fire Marshall and made appropriate modifications. We also had the Fire Chief inspect the facility and made changes to classrooms that could pose a fire hazard.

During the 2008 - 2009 school year we continued the Educational Alternative Class in which students were assigned for behavior that may have otherwise led to a suspension. This class was a temporary opportunity class wherein students collected their work for the time they were to attend and were instructed by a credentialed teacher who collaborated with the student's teachers in order to ensure that the student kept up with his/her classwork. This led to a significant decrease in the number of students who were suspended out of school. The class also contributed to an overall drop in defiant or disruptive behavior.

This class was also utilized for those students who had fallen behind due to illness, excessive absences or any other reason and needed an accelerated program to make up the lost class time and corresponding work. For shorter periods we collaborated between the EAC teacher and the student's classroom teachers.

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	8.0	63.7	30.3	6.5	25.0	17.2
Expulsions	0.0	0.8	0.3	0.4	0.4	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

Our school was built in 1949 and remodeled in 1998. Major construction began on campus in the fall of 2009. A new gymnasium and cafeteria complex has been constructed with an opening date of October 2010. A new two-story building will subsequently be constructed on-site that will house a new Media Center and science lab as well as ten new classrooms that will enable us to replace the older portables that currently house our sixth grade, opportunity and Special Education classes. This building is planned to be available sometime in the 2012 school year.

Currently our school includes ten buildings, of which five are portables. On an average day, 504 students and staff occupy these buildings, utilizing 80 percent of our capacity.

The bathrooms in our school contain 31 toilets, all of which were in good working order when we surveyed the building.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Improvements will be part of the Critical Hardship upgrades along with the Bond construction which started in fall of 2009.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	Termites have presented problems in wood ramps.
Electrical: Electrical	[]	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	25	25	25	111
Without Full Credential	0	0	0	1
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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	3	1	0
Total Teacher Misassignments	3	1	0
Vacant Teacher Positions	3	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District		

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

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

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

Textbooks

The Orland Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of a minimum of one per student. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards. It is the expectation that all teachers will teach, assess, and monitor student progress relative to state standards. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. All content standards for all grade levels are available on-line at: www.cde.ca.gov.

Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions.

Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. C.K. Price offers sixth grade math, Pre-Algebra, Algebra and high school level Geometry for students based on their skill level and educational needs.

Science

The science program focuses on earth science in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study life science, covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the physical sciences and chemistry. Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	6th 7th and 8th Grade English- Holt Literature & Language Arts and Holt Handbook (Holt, Rinehart and Winston) LANG!- LANGUAGE- (Sopris West)	0	Yes
Mathematics	Everyday Math - 6th grade McDougal Littell Course 2-7th grade McDougal Littell Course 2-Algebra Readiness McDougal Littell Algebra for Algebra	0	Yes
Science	Science Department (headed by Jason...) uses the following texts: Focus on Earth Science Focus on Life Science Focus on Physical Science They are published by CPO Science 80 Northwest Blvd. Nashua, NH 03063 (866)588-6951 www.cposcience.com	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
History-Social Science	The social studies classes use McGraw Hill Glencoe California Series copyright 2006 6th grade: Discovering Our Past: Ancient Civilizations 7th grade: Discovering Our Past: Medieval and Early Modern 8th grade: Discovering Our Past: The American Journey to WWI	0	Yes
Foreign Language	n/a	0	Yes
Health	n/a	0	Yes
Visual and Performing Arts	(Musical Theater) Bach To Rock by Rosemary Kennedy published by Rosemary Corp. (Band)I Standard of Excellence Volume 1 & 2 by Bruce Pearson, published by Neil A. Kjos Music Company (Band) Share The Music (from 1995) published by McGraw-Hill	0	Yes

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,293	\$443	\$3,850	\$56,191
District	---	---	\$5,664	56,655
Percent Difference: School Site and District	---	---	44.5	8.06
State	---	---	5,681	61,706
Percent Difference: School Site and State	---	---	24.35	8.66

Types of Services Funded (Fiscal Year 2009-10)

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

The majority of Title I and EIA/LEP or ELAP funds at Price Intermediate are used to provide intervention and support/shadow classes and curriculum for students who are struggling with reading, English Language Development and mathematics.

In addition, ELD support classes are provided for students who score below a 4 on the CELDT and reading intervention classes are provided for students who are scoring basic or below on the CST exam.

A large percentage of the Title 1 and EIA/LEP funds are used to hire support aides to supplement the intervention classes, regular education classes, and provide individual tutoring.

Price Intermediate has funded teacher release time to identify essential standards, revise pacing guide, and review data to track student progress.

Working with the Glenn County Office of Education, Price Intermediate is able to offer an after-school program that is open to all interested students.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	41,380	38,970
Mid-Range Teacher Salary	56,191	59,776
Highest Teacher Salary	76,542	78,072
Average Principal Salary (Elementary)	79,907	94,605
Average Principal Salary (Middle)	83,624	98,480
Average Principal Salary (High)	93,727	106,266
Superintendent Salary	131,000	144,721
Percent of Budget for Teacher Salaries	37.6	38.8
Percent of Budget for Administrative Salaries	5.9	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	36	38	38	34	39	39	46	50	52
Mathematics	31	30	30	32	33	33	43	46	48
Science	52	48	48	42	44	44	46	50	54
History-Social Science	29	33	33	26	39	39	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	32	31	49	34
Female	44	29	47	32
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	31	26	36	30
Native Hawaiian/Pacific Islander				
White	49	36	65	40
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	32	26	41	28
English Learners	5	9	14	6
Students with Disabilities	16	19	*	6
Students Receiving Migrant Education Services	20	16	*	*

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.4	24.4	51.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	4	5	4
Similar Schools	3	6	6

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

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

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	30	-1	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	46	-7	-18
Native Hawaiian/Pacific Islander			
White	13	2	-13
Two or More Races			
Socioeconomically Disadvantaged	35	3	-15
English Learners			-36
Students with Disabilities			

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	715	729	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	697	707	715
Native Hawaiian/Pacific Islander			753
White	741	763	838
Two or More Races			808
Socioeconomically Disadvantaged	694	704	712
English Learners	633	653	692
Students with Disabilities		530	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

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

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	57.1

XI. Instructional Planning and Scheduling

Professional Development

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

Price Intermediate administrators and staff provided training workshops throughout the year on a variety of topics including PLC's, assessment and curriculum. Our teachers meet regularly for grade-level and departmental planning. Teachers are encouraged to participate in the state project institutes for language arts, history, math, and science. Release time for staff development and teacher collaboration is provided on a weekly basis. During this time, teachers meet to review curriculum, analyze student achievement data, develop SMART goals and write or refine standards-aligned lessons.

New teachers participate in a support program for new teachers and have qualified mentors on site. The district provides additional training in Edusoft educational software, assessment data and teacher tools, and research-based learning strategies to improve student learning. During the spring of 2009 - 2010, and the fall of 2010 - 2011, many of the teachers and site administrators participated in training for "explicit direct instruction" (EDI). Subsequently, the staff has agreed upon a few EDI strategies that will be implemented in the 2010-2011 school year.

The Orland Unified School District continues to refine a district-wide professional development plan. Priorities continue to be improving student achievement and implementing the "Professional Learning Community" model. The implementation of PLC's continues to move Price Intermediate, and all district schools, closer to cohesive long-term strategies for improving student learning and promoting collaboration between all school sites and grade levels within the district.