

## School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

### 2006-07 Executive Summary School Accountability Report Card

#### Ralston Middle School

Address: 2675 Ralston Ave. , Belmont CA 94002-1216 Phone: (650) 637-4888  
Maggie O'Reilly (2006-07)  
Principal: Jennifer Kollman (2007-08) Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

Ralston Middle School is the cornerstone of the Belmont-Redwood Shores School District. Five elementary schools send their students to Ralston and, as a result, the student body is a true reflection of the diversity of this small mid-Peninsula community. With over 760 students in the 6th, 7th and 8th grades, Ralston teaches students with a wide range of ability who represent a wonderful spectrum of cultures and nationalities.

#### Student Enrollment

Group	Enrollment
Number of students	798
African American	3.26 %
American Indian or Alaska Native	0.38 %
Asian	17.54 %
Filipino	2.13 %
Hispanic or Latino	9.52 %
Pacific Islander	1.5 %
White (not Hispanic)	58.77 %
Multiple or No Response	6.89 %
Socioeconomically Disadvantaged	4 %
English Learners	3 %
Students with Disabilities	9 %

#### Teachers

Indicator	Teachers
Teachers with full credential	38
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	5
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	5

#### School Facilities

##### Summary of Most Recent Site Inspection

Ralston Middle School has regular fire and safety inspections by the Belmont San Carlos Fire Department and health inspections by the San Mateo County Health Department. We welcome their input and implement their suggestions.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

##### Repairs Needed

Two indoor fountains needed repair. Roof areas showed some wear and damage and need replacement.

Corrective Actions Taken or Planned

The drinking fountains will be repaired during the 2007-2008 school year.

The roofs will be replaced in the future.

### Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,561.54
District	\$8,709.62
State	\$4,943

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	70%
Mathematics	61%
Science	64%
History-Social Science	65%

### Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	847
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	

## 2006-07 School Accountability Report Card Reported (SARC)

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the schools contact information.

School		District	
School Name	Ralston Middle	District Name	Belmont-Redwood Shores School District
Street	2675 Ralston Ave.	Phone Number	(650) 637-4800
City, State, Zip	Belmont , CA 94002-1216	Web Site	<a href="http://www.belmont.k12.ca.us">www.belmont.k12.ca.us</a>
Phone Number	(650) 637-4888	Superintendent	<a href="mailto:Emerita.Orta-Camilleri@belmont.k12.ca.us">Emerita Orta-Camilleri</a>
Principal	Maggie O'Reilly 2006-07 <a href="mailto:jkollmann@belmont.k12.ca.us">2007-08 Jennifer Kollmann</a>	E-mail Address	<a href="mailto:EOrta-Camilleri@belmont.k12.ca.us">EOrta-Camilleri@belmont.k12.ca.us</a>
E-mail Address	<a href="mailto:jkollmann@belmont.k12.ca.us">jkollmann@belmont.k12.ca.us</a>	CDS Code	41-68866-6043483

#### School Description and Mission Statement

This section provides information about the school's goals and programs.

<p><b>The School Community</b></p> <p>Ralston Middle School, located in the City of Belmont on the peninsula south of San Francisco, is the only middle school in the Belmont-Redwood Shores School District. Students in 8th grade are promoted to the Sequoia Union High School District. Most of the students from Ralston attend Carlmont High School, although some go on to private high schools or other high schools in the Sequoia High School district.</p> <p>The Ralston School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects.</p> <p><b>Mission and Goals</b></p> <p>Ralston Middle School provides a highly academic and nurturing environment where all students, parents and staff pursue academic excellence and participate fully in the life of the school.</p> <p>The Ralston School Mission Statement, developed by staff, parents and student representatives to our School Site Council, serves as a framework for our school's goals and priorities. This spirit of partnership pervades all that we do at Ralston.</p> <p>Ralston's primary mission is to provide a challenging instructional program that focuses on the diverse needs of middle school students. Together, as a staff and community, we have the capacity to present academic programs that are rich and compelling, supported by the structure of California State Content Standards, and the resources necessary to create student-centered classrooms. Students are engaged in a highly creative elective program that provides enrichment opportunities for all levels of learners. In addition, Ralston students score in the 90th percentile for fitness, far surpassing the average score in California.</p> <p>Ralston School is characterized by:</p> <ul style="list-style-type: none"> <li>● A safe, orderly, attractive campus</li> <li>● A rigorous academic core curriculum</li> <li>● A rich elective program</li> <li>● A strong student support system</li> <li>● A wide range of extracurricular activities</li> <li>● A firm commitment to technology in the classroom</li> <li>● A dedicated and competent professional staff</li> <li>● A supportive and involved parent community</li> <li>● An energetic, enthusiastic, and highly capable student body</li> <li>● A deep commitment to community service</li> </ul>
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## Opportunities for Parental Involvement

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

<ul style="list-style-type: none"> <li>• After School Clubs</li> <li>• Assemblies</li> <li>• Classroom field trips</li> <li>• 8th grade graduation party</li> <li>• Hot Lunch Program</li> <li>• Magazine Drive</li> <li>• Monetary gifts</li> <li>• Multicultural Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Music Boosters</li> <li>• Parent Education</li> <li>• Program Development</li> <li>• Safety Committee</li> <li>• School Dances</li> <li>• School Force</li> <li>• Spring Fling</li> <li>• Technology assistance</li> </ul>
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## 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	269
Grade 7	237
Grade 8	292
Total Enrollment	798

## 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	Group	Percent of Total Enrollment
African American	3.26 %	White (not Hispanic)	58.77 %
American Indian or Alaska Native	0.38 %	Multiple or No Response	6.89 %
Asian	17.54 %	Socioeconomically Disadvantaged	4 %
Filipino	2.13 %	English Learners	3 %
Hispanic or Latino	9.52 %	Students with Disabilities	9 %
Pacific Islander	1.5 %		

## 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	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	21.7	26	24		21.8	16	30		24.9	12	33	
Mathematics	23.9	9	24	1	23.4	11	22		25.7	7	20	2
Science	27.2	3	30		26.3		30		26.3	1	29	
Social Science	25.8	5	26	1	25.6	5	26		26.7	1	28	

## Participation in the Class Size Reduction Program

**This section does not apply because Ralston is a Middle School (grades 6-8, Intermediate School).**

## II. School Climate

### School Safety Plan

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

**Date of Last Review/Update** January 2006  
**Date Last Discussed with Staff** February 2006

In order to provide students with a safe school that maintains a positive climate for learning, Ralston Middle School staff has a multifaceted approach to safety.

The Board of Trustees Board Policy requires the school to maintain an updated Disaster Preparedness plan, which covers emergencies such as earthquakes, fire, bomb threats, or other disturbances. The plan includes emergency phone numbers, roles for staff members, and procedures to ensure student safety. An outbuilding, which contains emergency supplies, has been equipped and maintained by the PTA. During 2006-07, food supplies and water were replaced. Ralston staff members participate in the Belmont Safe Schools program and (School Safety Committee), attending meetings and taking part in simulations to develop and keep our safety plans current. A School Resource Officer from the Belmont Police Department works with the school's administration to maintain a safe and secure campus. Emergency Response lists and Emergency

phone trees are updated yearly.

Students are advised of the Sexual Harassment policy and the policy regarding bullying, in order to prevent incidents and keep the school emotionally safe for all. Staff members regularly address issues of concern about bullying. A Safe Schools Ambassadors program helps all students understand and value a variety of cultures.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Ralston students experience a six period day, but are enrolled in seven classes. Each day, one period is dropped, which provides four class meetings per week, with slightly extended class periods. Wednesday's are district-wide minimum days. The afternoons are devoted to SST's, IEP's, staff development training, curriculum development and department meetings. The staff continues to expand standards-based lessons, activities and assessments for all core curricular areas.

### 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2.0	11.2	12.4	1.0	4.0	4.3
Expulsions	1.4	0.3	0.1	0.5	0.1	0.04

## III. School Facilities

### School Facility Conditions and Improvements

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

**Age of Buildings:** This school has 46 classrooms, 2 music rooms, a library, a multipurpose room, a gymnasium, girls' and boys' locker rooms, and administrative offices (in 2006-2007). The main buildings were constructed in 1954, and modernized in 2003. Four portable classrooms were installed on the campus in 2000.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

**Complaints and Reports of Conditions Requiring Remedy:** Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

Of the 46 classrooms at Ralston during the 2006-2007 school year, 34 classrooms are used for regular instruction. Specialized classrooms are available for science, computer lab, industrial technology, culinary arts, and music. In addition, there are two new Science buildings that house 4 labs for 7th and 8th grades, and a new gymnasium.

Every classroom has at least one computers connected to the Internet. The library is equipped with 5 computers with Internet access for student and teacher use. Three classrooms are equipped as multimedia classrooms. In the spring of 1998, Ralston Middle School was awarded a Sun Microsystems Java grant for \$100,000 of equipment and technology training. During the 2004-05 school year, PTA purchased 25 classroom computers. There are two full time computer labs with over 25 computers in each room.

### School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			

Drinking Fountains (inside and outside)		X		2 indoor fountains need repair
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		
Roofs		X		Roofs will need to be replaced in the near future
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

## 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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	42	39	38	133
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence	7	9	5	5

### 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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	99.4	0.6
All Schools in District	99.6	0.4
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available when school personnel are absent. Substitute teachers are required to have a bachelors degree and pass the CBEST test.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The Belmont-Redwood Shores School District Teacher Evaluation is based on the California Standards for the Teaching Profession (CSTP). These standards are included in the evaluation process as a way of helping teachers reflect on their teaching, assessing their strengths and areas of growth, and to help move their teaching practice to a deeper level.

## 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 Counselor	1.0	798
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.875	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)		N/A
Other (Inclusion aide and Paraprofessionals)	6.2	N/A

## 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.

### 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
<b>Reading/Language Arts</b>	Prentice Hall: <i>Literature, California Edition</i> 2002-2003 McDougal Littell: <i>The Language of Literature</i> 2002-2003	0%
<b>Mathematics</b>	McDougal Littell: <i>Concepts and Skills</i> 2002-2003 McDougal Littell/Houghton Mifflin: <i>Geometry</i> 2002-2003	0%
<b>Science</b>	Prentice Hall, <i>FOSS</i> 2001-2002  Note: New standards based textbooks were adopted in 2006 - 2007 for use in 2007 – 2008: Holt, Rinehart and Winston: <i>Holt California Science Earth, Life and Physical Science 2007</i> for Grades 6th through 8th	0%
<b>History-Social Science</b>	6: Houghton Mifflin: <i>Social Studies: A Message of Ancient Days</i> 1999-2000 7: Houghton Mifflin: <i>Social Studies: Across the Centuries</i> 1999-2000 8: Glencoe/McGraw-Hill: <i>The American Journey: Building a Nation</i> 1999-2000  Note: New standards based textbooks were adopted in 2006 – 2007 for use in 2007 – 2008: 6: McDougal Littell: <i>McDougal Littell California Middle School Social Studies Series</i> 7: Teacher's Curriculum Institute: <i>History Alive! California Middle School Program.</i> 8: Glencoe/McGraw-Hill: <i>Glencoe Discovering Our Past</i>	0%
<b>Health</b>	Glencoe/McGraw-Hill: <i>Teen Health</i>  Plus materials from the American Heart Association and the National Dairy Council	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher 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	\$9,184.19	\$622.65	\$8,561.54	\$74,826.40
District	\$9,319.43	\$609.81	\$8,709.62	\$74,678.33
Percent Difference – School Site and District	99%	102%	98%	100%
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	173%	128%

### Types of Services Funded

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

<ul style="list-style-type: none"> <li>Regular Education</li> <li>After School Sports</li> <li>API donations</li> <li>Class Size Reduction</li> <li>Community Day School</li> <li>Governor's Performance Awards</li> <li>Guidance</li> <li>Homework Centers</li> <li>Music</li> <li>Outdoor Education</li> <li>Summer School</li> <li>School Force</li> <li>Local Grants</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Classified Staff</li> <li>Benefits</li> <li>Books &amp; Supplies</li> <li>Dist Block Grant</li> <li>Drug Free/Title IV</li> <li>ELLP</li> <li>Equipment</li> <li>Food Services</li> <li>Health Services</li> <li>Teacher Quality</li> <li>Title I</li> <li>Title II</li> <li>Title III</li> <li>Title III not LEA</li> <li>Title V</li> <li>Title VI</li> <li>School Safety Violence Prevention</li> <li>Services</li> <li>National Board Certified Teachers</li> <li>BTSA</li> <li>Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>ACSD Grant</li> <li>Arts Ed Partnership</li> <li>Classroom Library</li> <li>EIA</li> <li>Ed. Tech</li> <li>GATE</li> <li>Instructional Materials</li> <li>Instructional Mat/Staff Buyout</li> <li>IMFRP</li> <li>Lottery Prop 20</li> <li>Miller Unruh</li> <li>Oracle Grant</li> <li>Public School Library</li> <li>School Safety</li> <li>SIP</li> <li>Standards Based</li> <li>Tobacco Use Preventions Education</li> <li>Tolerance Ed</li> <li>TUPE Elementary</li> </ul>
<p>Special Education</p> <ul style="list-style-type: none"> <li>Home to School Transportation</li> <li>County Sp Ed</li> <li>Psychologists</li> <li>Speech</li> <li>SP Ed IDEA</li> <li>RSP, SDC &amp; NPS</li> </ul>		

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34513	\$38159
Mid-Range Teacher Salary	\$63894	\$59148
Highest Teacher Salary	\$82524	\$73514
Average Principal Salary (Elementary)	\$115886	\$91903
Average Principal Salary (Middle)	\$121553	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$159500	\$132994
Percent of Budget for Teacher Salaries	\$42.21	\$41.61
Percent of Budget for Administrative Salaries	8.14 %	5.91 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	66	68	70	65	70	73	40	42	43
Mathematics	60	66	61	66	73	72	38	40	40
Science		59	64	49	59	68	27	35	38
History-Social Science	49	63	65	48	63	65	32	33	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	48	31	*	*
American Indian or Alaska Native	*	*	*	*
Asian	85	82	83	83
Filipino	56	50	*	*
Hispanic or Latino	39	25	29	32
Pacific Islander	55	55	*	*
White (not Hispanic)	73	63	71	68
Male	64	61	68	72
Female	78	61	60	57
Economically Disadvantaged	35	14	21	29
English Learners	9	18	*	*
Students with Disabilities	29	29	10	17
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	72	71	62	67	68	67	41	42	42
Mathematics	69	72	63	74	75	72	52	53	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	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	74	87
Filipino	*	*
Hispanic or Latino	31	31
Pacific Islander	*	*
White (not Hispanic)	68	64
Male	54	62
Female	72	65
Economically Disadvantaged	29	29
English Learners	*	*
Students with Disabilities	36	40
Students Receiving Migrant Education Services		

### 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.

Results of individual schools' Local Assessment tests given in the 2006 – 2007 school year are available by contacting the school office.

## 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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	67.3

## IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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	2005	2006	2007
Statewide	10	10	N/A
Similar Schools	5	5	N/A

### 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
	2004-05	2005-06	2006-07	2007
All Students at the School	35	13	-11	847
African American				
American Indian or Alaska Native				
Asian	21	12	-18	928
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	50	19	-15	860
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Ralston participates in the following intervention programs:

- AVID
- Safe School Ambassadors
- Challenge Day
- Electronic Arts Grant
- Homework Club
- Lunch Bunch (Special Education)
- Oracle ELL Grant
- Peer Counseling
- Saturday School / Wednesday School

## Adequate Yearly Progress

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

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

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

## 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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

**Not Applicable: Ralston is a Middle (Intermediate) School**

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

<p><b>Course of Study</b></p> <ul style="list-style-type: none"> <li>● English/Language Arts</li> <li>● Mathematics</li> <li>● Science</li> <li>● History/Social Science</li> <li>● Visual and Performing Arts</li> <li>● Physical Education</li> <li>● Health</li> <li>● Enrichment/Elective classes, such as                             <ul style="list-style-type: none"> <li>■ Animation</li> <li>■ A.V.I.D.</li> <li>■ Band, Orchestra, Chorus, Guitar, Drama</li> <li>■ Cooking/Culinary Arts</li> <li>■ Industrial Technology (1 &amp; 2), Space Design and Construction</li> <li>■ Computer Literacy, Web Page Design</li> <li>■ Spanish (1 &amp; 2)</li> <li>■ Journalism, Creative Writing</li> <li>■ Study Lab</li> </ul> </li> </ul> <p><b>Instruction and Support for Special Needs</b></p>
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Programs for students with specialized needs have been scheduled in order to provide an in-depth program for all students.

Support for special needs of students begins with Student Study Teams who, meeting regularly, develop strategies to help students become more successful in school. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Learners Program
- Family Counselor services
- State SIP (School Improvement Program) funds
- Special Education programs
- School Psychologist services

#### School Site Leadership

Ralston's principal, assistant principal, and dean, regularly confer with teachers and other staff about operational and instructional issues. They use an open and participatory management style. Staff members are involved in planning, reviewing and modifying instructional programs for the coming year. Teachers develop curriculum to implement the District and State standards, discussing use of best practices and appropriate materials. The principal has received training from the California School Leadership Academy and from the Principal's Institute of the Association of California School Administrators in leadership strategies for implementing sound instructional practices.

#### Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Ralston teachers have completed graduate work.

All substitutes used by Ralston School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1.4 days of absence per month. This included illness, in-service training, and other leaves.

#### Student/Teacher Ratio

At Ralston, the average class size is 28.5. 6th through 8th grades are staffed at a ratio of 28.5 to 1. Actual class size is lower than 28 with a few rare exceptions. Classes do not exceed 28. Music classes range from 30 to 45; Physical Education classes range from 30 to 45 students. Resource Specialist classes are limited to 12. Elective class sizes are appropriate to the content. Through SLIP funds, a technology aide is provided for the computer lab.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. Ralston's teachers participate in two days of staff development before the students return to school. An additional staff development day was conducted during the school year.

During minimum days on Wednesdays, teachers received training in:

- a. Mathematics
- b. Grade Level Collaboration
- c. Implementing standards in each Content Area
- d. Curriculum and Instructional Practices
- e. Integrating Technology
- f. Review of state testing data

Individual staff members also participated in additional workshops and training in these areas.

## 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	59,940	54,000
7	59,940	54,000
8	59,940	54,000

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Ralston had 6 minimum days during 2006-2007. These were use for parent conferences and the last day of school.