School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09

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 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 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 2008-09)
This section provides the school's contact information.

School		District	
School Name	Paradise Intermediate School	**District Name**	Paradise Unified School District
Street	5657 Recreation Drive	**Phone Number**	530.872.6400
City, State, Zip	Paradise, CA 95969	**Web Site**	www.pusdk12.org
Phone Number	530.872.6465	**Superintendent**	Roger Bylund
Principal	Michael Ervin	**E-mail Address**	cjohnson@pusdk12.org
E-mail Address	mervin@pusdk12.org	**CDS Code**	04-61531-6003321

School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its programs and its goals.

The staff and teachers at Paradise Intermediate School recognize that our students have unique academic, social and emotional needs. We know that our greatest challenge is to provide an opportunity for all students to learn a curriculum that is based on rigorous standards which are delivered in a creative and engaging environment that helps our students experience success, our greatest motivator. We value balance of academic achievement with character development, helping our students understand their place in a democratic society as intelligent, creative and responsible citizens who need to perform in a very complex world. We review our progress through a system of guidelines and state and school benchmarks and assessments that measure student achievement. We celebrate our successes and we continually redirect our energies to make improvements to positively impact student learning. We continue to develop our strategies for interventions and remediation with before- and after-school assistance, specialized reading and math programs and an array of support services meant to provide a safety net for students at risk.

We recognize that parent involvement is a key to student success, and our school site council provides parents in our community an opportunity to work together with the school and the district in the development of board-approved goals and objectives each year. Parents serve a two-year term participating in monthly meetings, monitoring and allocating funds for school activities and serving as liaisons to the community and other parents.

This is a dynamic, student-centered school. We are proud of our accomplishments and we are excited as we continue to guide our students through the most critical period of their development. We welcome your questions and comments. Please do not hesitate to contact the office for further information about any aspect of Paradise Intermediate School.

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

The school site council is the primary vehicle for parent involvement at Paradise Intermediate School. Through our monthly meetings, parents participate in the governance of the school, budget decisions, policy and other shared governance responsibilities. Parents also are involved in volunteer programs within the classroom. We encourage parents and guardians to be as involved with their child's education as time allows.

Our athletic teams thrive because of the support provided by our parent team groups. Parents help plan awards banquets, drive to away games and conduct some fund raising activities.

Our student activities and our student council provide additional avenues for parents to become involved in extracurricular activities. For more information about these activities please contact the school office.

Student Enrollment by Grade Level (School Year 2007-08)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	99
Grade 7	204
Grade 8	198
Total Enrollment	501

Student Enrollment by Group (School Year 2007-08)
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	0.6%	White (not Hispanic)	87.23%
American Indian or Alaska Native	1.4%	Multiple or No Response	2.99%
Asian	0.8%	Socioeconomically Disadvantaged	59%
Filipino	0.4%	English Learners	1%
Hispanic or Latino	6.59%	Students with Disabilities	12%
Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)
This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2006-07 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2007-08 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6					32.7		2	1	31.7		3	
K-3												
3-4												
4-8												
Other	28.5		4		30.7		5	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 category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	24.5	3	9		28.5		11		28.6		12	1
Mathematics	24.6	6	12	1	28.6	1	11	2	29.4		11	1
Science	28.5		10		27.4	3	11	1	29.4		13	1
Social Science	27.3		10		27.4	2	13	1	29.3		13	

III. School Climate

School Safety Plan (School Year 2007-08)
This section provides information about the school's comprehensive safety plan.

One of our most important educational tasks is to ensure a safe and comfortable place where students are able to learn. The development of our School Safety Plan supports this notion with specific strategies for creating a safe environment. Positive, appropriate student behavior plays a strong role in our plan. We emphasize that all of us are responsible and accountable for our actions. A clearly defined and consistently enforced set of behavior standards is in place for our students. These standards are presented to students at school-wide assemblies, reviewed in class and printed clearly in the school planner which is given to every student at the beginning of the year.

We believe that a positive learning environment fosters positive and safe behavior. We also recognize that at this critical time in their lives, students must be allowed to make mistakes, take responsibility for their mistakes, and most importantly, learn from their mistakes.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	39.8	40.9	0.0	15.5	16.5	0.0
Expulsions	2.9	2.2	0.0	1.1	1.1	0.0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)
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.

Paradise Intermediate School was built in 1962. The age of the facility obviously impacts the effort needed to maintain a clean and safe environment for our students. Our staff members, especially our custodial staff and our maintenance department, deserve commendations on their ability to create a safe, comfortable learning environment for our staff and students.

Our grounds, buildings and restrooms are cleaned constantly throughout the day by our two full-time day custodians. If there is a need for special attention to one of these areas, our head custodian is notified and responds immediately. Our two full-time night custodians begin their day after our school day has ended, and they are able to prepare our campus for our next school day.

Recently we have added a large gymnasium to our school site which has become a source of pride for our school and our community. This facility is used by our students, Paradise High School students, the parks and recreation department and other community organizations during every week. With the completion of this project in 2004, we have been able to fill a community-wide need for recreational facilities. This has been an opportunity to serve the children of our community, and we are happy to help.

School Facility Good Repair Status (School Year 2008-09)

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]	[ ]	[ ]	90% of all systems are on automated controls. Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Minor adjustments on all hardware is ongoing by site staff.
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Surface painting and floor covering replacement is ongoing.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Chemical cleaners and science class materials are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	Systems are functioning. Fire extinguishers are serviced annually and checked monthly. Exit and emergency lighting is checked regularly and noted monthly.
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Drinking fountains receive regular maintenance.
Restrooms	[X]	[ ]	[ ]	Restrooms are in good order, well stocked and clean.
Sewer	[X]	[ ]	[ ]	The site has one septic system and a sand filter waste management system that is evaluated as required.
Playground/School Grounds	[X]	[ ]	[ ]	Grounds and equipment are checked and/or repaired daily by site staff.
Roofs	[X]	[ ]	[ ]	Roofs are in good condition. Maintenance is continuous.
Overall Cleanliness	[X]	[ ]	[ ]	The site is in good order and maintained in a clean condition.

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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]	[ ]	[ ]

V. Teachers

Professional Development

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

The annual number of teacher contract days devoted to professional development during each of the last three years is three (3) days or the equivalent of 21 hours. Professional development is offered before the beginning of each school year and numerous after school and weekend workshops are available during the school year. The workshops offered include sessions presented by Paradise Unified School District, Butte County Office of Education and other providers. Content consists of a variety of subject matter including English Language Arts, Math, Science, Visual and Performing Arts, Physical Education, Social Science, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Most teachers exceed the twenty-one hour requirement for professional development.

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 *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	27	23	245
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence	0	0	6	N/A

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	2006-07	2007-08	2008-09
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 (School Year 2006-07)

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. More information on teacher qualifications required under NCLB can be found at the NCLB 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	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100.0%	0.0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	501
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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.

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are current and consistent with state adoption and curriculum framework cycles. In addition, various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

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	Reading and Language Arts Program, McDougal Littell, ©2002	0%
Mathematics	Holt Mathematics, Holt, ©2009	0%
Science	Prentice Hall Science Explorer, Prentice Hall, ©2008	0%
History-Social Science	Prentice Hall Social Studies, Prentice Hall, ©2006	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and 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	$7,018	$2,267	$4,751	$53,635
District	---	---	$5,180	$61,611
Percent Difference – School Site and District	---	---	-8%%	-13%%
State	---	---	$8.117	$65,808
Percent Difference – School Site and State	---	---	-41%%	-18%%

Types of Services Funded (Fiscal Year 2007-08)

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

The school provides curriculum-based instruction in all core subjects. It also offers special education services. Additional support is provided for English language learners and for those students struggling with core subjects. Categorical funding supports additional aide time in the classroom and supports educational technology.

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	$37,225	$37,916
Mid-Range Teacher Salary	$48,638	$58,151
Highest Teacher Salary	$74,449	$75,396
Average Principal Salary (Elementary)	$78,542	$91,086
Average Principal Salary (Middle)	$73,228	$95,220
Average Principal Salary (High)	$77,455	$101,661
Superintendent Salary	$99,993	$136,091
Percent of Budget for Teacher Salaries	37.7%	38.5%
Percent of Budget for Administrative Salaries	4.5%	5.8%

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	47	50	44	47	47	47	42	43	46
Mathematics	35	33	32	39	36	39	40	40	43
Science	40	53	46	42	46	51	35	38	46
History-Social Science	26	33	27	33	34	35	33	33	36

[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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	42	34	54	46
Pacific Islander				
White (not Hispanic)	43	31	46	26
Male	39	34	47	32
Female	48	28	46	20
Economically Disadvantaged	38	29	38	
English Learners	*	*	*	*
Students with Disabilities	4	6	5	
Students Receiving Migrant Education Services				

[California Physical Fitness Test Results (School Year 2007-08)](#)
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 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 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 10 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
7	40.9

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 API Web page 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	2005-06	2006-07	2007-08
Statewide	5	5	5
Similar Schools	1	1	1

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	13	9	-1	722
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	16	4	0	725
Socioeconomically Disadvantaged	23	4	17	697
English Learners				
Students with Disabilities				

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 AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

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	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

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 AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2008-2009	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.7