

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## SOUTH TAHOE MIDDLE – 2008-09

“The Choices I Make Today Shape Who I Will Become Tomorrow. Middle School Matters”

### OUR SCHOOL

Located along the shores of beautiful Lake Tahoe, South Tahoe Middle School (STMS) serves the entire South Lake Tahoe, California area. This sixth through eighth grade school maintains high standards for students. A wide variety of academic and elective courses are available in recognition of the very unique needs of youth at this level. The ethnic diversity of our 985 student body and strong community support enhance the school programs. In addition, extensive extracurricular activities including athletics, Club Live, and Leadership are available to all students. South Tahoe Middle School is a quality school for our community’s youth, and is a national demonstration school for AVID as part of a national demonstration AVID district!

### LEARNING CLIMATE

As a 6th-8th grade school, South Tahoe Middle School embraces the middle school philosophy as recommended by the state. We concentrate on meeting the learning needs of students who are “caught in the middle.” Our approach is student- and subject-centered.

A student-centered middle school means several things. First, staff anticipates that the developmental tasks of the pre-adolescent including physical, intellectual, social, emotional, psychological, and moral development are part of the “package.” Secondly, students are on their own timeline of this development. The “Tribes” program is incorporated into the instructional environment to build a unique place that supports student development. Tribes agreements are used across the school. They are: Mutual Respect, Attentive Listening, Right to Participate, Appreciation/No Put Downs.

The AVID program, Advancement Via Individual Determination, is the primary foundation for success and support for many students at STMS. Higher level thinking skills are promoted daily. Organizational skills are taught and reinforced at all levels. Student binders are checked frequently for organization and completion of learning. In every class, Cornell note taking is an expected strategy for engaging with materials, focusing on learning, and reflecting on what the student has learned. STMS is truly AVIDized!

Instructional priorities include both academic achievement and excellence. California’s state standards in each

academic area are the core of instruction. Each teacher monitors both instructional pacing and achievement to ensure students gain skills needed for academic success. Students work hard to make the Honor Roll. Positive recognition programs include grade improvement, 100% attendance, Honor Roll (3.5 and above GPA), Renaissance Program, and other celebrations are often recognized on TTV, our school’s Timberwolf TV news.

In recognition of our multi-cultural community, STMS continues to support the needs of students and their families. Classroom events and course content are designed to foster pride in one’s heritage. Parent communication is translated into Spanish. STMS staff who are fluent Spanish speakers assist students and families. All students, regardless of background, understand that STMS is their school and that expectations for their achievement and behavior are high! The Student Relations Committee assists in creating solutions for our school community. Our PTA is creating a Family Night designed to attract the many cultural and recreational interests of our families.

A high priority is the creation and maintenance of a school climate that includes respectful and responsible behavior. Consequently, our expectation of student, parent, and staff behavior incorporates excellent modeling and practice of appropriate behavior. Our intent is to provide a high quality learning environment in which every student becomes responsible and makes positive choices both in terms of learning and behavior on a daily basis. In addition, all staff are expected to communicate with students in a positive, caring manner, realizing that students at this grade level have unique needs.

Student and adult safety is the highest priority. Student behavior is closely monitored. In 2006, the suspension rate was 15.5% and the expulsion rate was 0.7%; and in 2007, the suspension rate was 8.8% and the expulsion rate was 0.2%; 2008 the rate of suspensions was 12.7% and the rate of expulsions was 0.

### INSTRUCTION

Students in all grades take Language Arts, Math, Social Science, Physical Education, and Science courses, aligned with state standards, and are STMS’s solid well-rounded core.

The STMS class schedule usually allows beyond the five core subjects, a space for one to two additional courses for every student. These courses either support language, reading, writing, or math skill development or are an

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elective. Electives might include AVID, technology, Spanish, Art, Home Economics, or Leadership. All of these courses will support learning by accelerating students toward or above grade level or broadening experiences through a variety of topics.

## INSTRUCTIONAL PROGRAMS AND MATERIALS

High quality instructional programs with state standards as the core are the priority at STMS. The staff is targeting which standards are taught each trimester. This results in a well-focused, comprehensive, standards-aligned curricular program for each student. In addition students are grouped for accelerated grade level and intervention skill needs to insure appropriate instruction for learning with strong, grade level and targeted needs.

Instructional materials are current, high quality, state-adopted textbooks and supplemented with additional resources. In science, all teachers have manipulative kits and practice books. Technology is integral to learning through a computer elective, Accelerated Reader Lab or beginning use of Academy of Reading/Math. Laptop carts have been purchased with school monies and are used by students. Many teachers have participated in tech training and conferences recently. Many teachers also make grade book information available online.

While the 6<sup>th</sup>-8<sup>th</sup> grade state standards are rigorous, some students' skills are below and some are above standard levels. Therefore, instructional programs are also available to improve or accelerate students' essential skills in language, reading, writing, and math. To assist in this critical element of the instructional program, specialized courses including state-adopted intervention programs such as High Point, Read 180, and Math Transitions are being used. In addition, our school library contains a wealth of other resources.

## SUPPORT SERVICES

The diverse needs of 900 middle school students necessitate a wide range of types, levels, and intensity of support. South Tahoe Middle School now has a counseling ratio of 328:1. A nurse, one psychologist, and one speech therapist, are on site one to two days per week. Three resource specialists, three special day class teachers, a teacher for the low incidence program, and a bilingual resource teacher all support students with varied learning needs. The current workload of the speech therapist is 56 students. The resource specialists serve 98 students. General education teachers also provide in-depth support to students including individual attention, help out of class re-teaching, and performance analysis to pinpoint needs.

## SCHOOL FACILITIES AND SAFETY

Much of South Tahoe Middle School, although older, has been renovated. In the 1999-00 school year, the district added three new portable classrooms, five new science classrooms, and a home economics room. In the summer of 2000, ten classrooms and the administration offices were remodeled. The MPR floor was replaced in December 2005. During the summer of 2007, the entire gym was renovated, and the 39-year old Olympic Trials track was replaced. The infield of the track became an artificial surface that will enable local soccer teams to play on a safe surface with no time missed for field maintenance.

The boilers and pumps of Boiler Room #2 are past their life and need to be replaced with new, high efficiency systems. The main gas line to Boiler Room #1 requires replacement and upsized as needed. New heating and control systems are needed. Plumbing fixtures in most restrooms require ADA compliance. Electrical and lighting systems need to be upgraded for buildings that have not been modernized. Classroom Building D modernization wing needs to be modernized for 10 classrooms, which includes electrical and restrooms upgrades. Remove 11 of the 19 relocatable portables which most are over 20 years of age. Construct a new two-story building with eight additional classrooms for the 6<sup>th</sup> grade, which are located over the demolished 1949 building and student services office. Reconfigure the woodshop into a music program space. Two additional music rooms require remodeling. Remove and reconstruct existing basketball courts to meet safety standards. With the passage of Measure G, we anticipate these being repaired and/or replaced beginning in 2010-11.

The school has been networked, and all classes have Internet access. Much of the school is wireless. These additions enable us to better meet the needs of the students we serve. Student rest rooms continue to be areas that are a prime factor for our custodial staff. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Adult noon aides, a campus supervisor, counselors, and administrators supervise the lunch area. Fire and earthquake drills are held each trimester. Evacuation plans are posted in each room, and all staff members are familiar with emergency procedures. Our School Safety Plan has been updated. The school is well maintained, clean and safe and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

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	✓			
Mechanical Systems		✓		Replacement
Windows/Doors/Gates (interior and exterior)		✓		Replacement
Interior Surfaces (walls, floors, and ceilings)			✓	Wing "B"/Music rooms renovate
Hazardous Materials (interior and exterior)	✓			
Structural Damage		✓		Remove aging portables
Fire Safety		✓		Repair fire doors
Electrical (interior and exterior)		✓	✓	Upgrade and expand
Pest/Vermin Infestation		✓		Continue to monitor and react
Drinking Fountains (inside and outside)	✓			
Restrooms		✓		Upgrade and repair
Sewer	✓			
Playground/School Grounds			✓	Remove and replace hard court; replace playground equipment
Roofs		✓		Repair leaks as needed
Overall Cleanliness	✓			

Questions regarding the information presented in this report may be directed to your principal, Beth Delacour, at 541-6404.

Statistical data regarding student performance, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages.

# STUDENT PERFORMANCE

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.

## CALIFORNIA STANDARDS TEST (CST)

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	44	48	46	43	45	45	42	43	46
Mathematics	41	40	40	40	38	42	40	40	43
Science	50	62	57	41	48	50	35	38	46
History-Social Science	26	35	26	26	27	26	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	62	46	*	*
Asian	67	54	*	*
Filipino	42	45	47	24
Hispanic or Latino	25	20	31	12
Pacific Islander	*	*	*	*
White (not Hispanic)	59	52	77	36
Male	39	38	58	24
Female	53	42	56	28
Economically Disadvantaged	32	27	43	
English Learners	5	9	11	2
Students with Disabilities	10	12	24	

# 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	6	6	7
Similar Schools	5	7	9

### 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	15	29	-10	759
Hispanic or Latino	23	28	-9	658
Pacific Islander				
White (not Hispanic)	17	28	-14	820
Socioeconomically Disadvantaged	14	29	-6	697
English Learners	7	19	13	634
Students with Disabilities	-8	50	-17	601

### 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	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

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	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

### California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	39.5

## 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
	2005-06	2006-07	2007-08	2007-08
With Full Credential	48	43	42	217
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence		0	0	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	4	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.1	4.9
All Schools in District	93.8	6.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	75.7	24.3

# CURRICULUM AND INSTRUCTIONAL MATERIALS

## Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall (2002), grades 6-7; Holt, grades 7-8.	0
Mathematics	Wright Group/McGraw Hill, Everyday Math (2002), 6 <sup>th</sup> grade; Prentice Hall (2004), pre-algebra, 7 <sup>th</sup> grade; Prentice Hall (2004), algebra, 8 <sup>th</sup> grade.	0
Science	Prentice Hall (2001), grades 6, 7, and 8.	0
History-Social Science	History Alive (2006), grades 6, 7, and 8.	0
Foreign Language	Glencoe (2000), Buen Viaje, grades 7-8.	0
Health	Included in Science	Included in Science
Visual and Performing Arts	Instrumental Music: Standards of Excellence, Comprehensive Band Method, Books 2 and 3; Essentials of Music Theory – Alfred, Books 1-3; Mueller Rausch String Method, Books 1-3; various and band orchestral arrangements of band and orchestra literature.	NA

## CLASS SIZE AND ENROLLMENT

South Tahoe Middle School recognizes the advantage of keeping our class sizes as low as possible to provide the best instruction.

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				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	29.4	3	15	9	27.3	4	17	3	27.9	8.0	29.0	11.0

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	25.7	14	22	12	24.2	25	10	10	23.8	31	33	14
Mathematics	28.8	3	18	7	26.5	6	16	6	27.4	13	29	15
Science	30.8		14	8	29.8	2	10	10	28.9	3	9	4
Social Science	30.9		11	11	31.3	1	9	10	29.6	1	12	5

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

Grade Level	Number of Students
Grade 6	335
Grade 7	308
Grade 8	320
Total Enrollment	963

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
African American	1.04 %
American Indian or Alaska Native	1.45 %
Asian	2.08 %
Filipino	5.71 %
Hispanic or Latino	36.34 %
Pacific Islander	0.31 %
White (not Hispanic)	52.86 %
Multiple or No Response	0.21 %
Socioeconomically Disadvantaged	62 %
English Learners	19 %
Students with Disabilities	12 %

## 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 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	\$8569	\$2986	\$5583	\$65169
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	-2%	3%	-5%	3%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	5%	9%

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38643	\$37916
Mid-Range Teacher Salary	\$59057	\$58151
Highest Teacher Salary	\$81674	\$75396
Average Principal Salary (Elementary)	\$107794	\$91086
Average Principal Salary (Middle)	\$114565	\$95220
Average Principal Salary (High)	\$103950	\$101661
Superintendent Salary	\$155314	\$136091
Percent of Budget for Teacher Salaries	40.7 %	38.5 %
Percent of Budget for Administrative Salaries	4.7 %	5.8 %