

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

SOUTH TAHOE MIDDLE – 2009-10

“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 2007, the suspension rate was 8.8% and the expulsion rate was 0.2%; in 2008 the rate of suspensions was 12.7% and the rate of expulsions was 0; and in 2009, the suspension rate was 21% and the expulsion rate 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,

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reading, writing, or math skill development or are an 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 6th-8th 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.

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

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

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	48	46	52	45	45	50	43	46	50
Mathematics	40	40	46	38	42	49	40	43	46
Science	62	57	61	48	50	54	38	46	50
History-Social Science	35	26	42	27	26	34	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	36	36	*	*
American Indian or Alaska Native	73	45	*	*
Asian	68	77	*	*
Filipino	57	62	71	57
Hispanic or Latino	33	29	44	20
White (not Hispanic)	65	56	71	54
Male	46	42	62	44
Female	58	50	60	39
Economically Disadvantaged	40	32	52	28
English Learners	9	14	14	5
Students with Disabilities	19	19	32	11

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.7	19.7	35.6

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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 on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	6	7	6
Similar Schools	7	9	7

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	29	-10	28	800
Hispanic or Latino	28	-9	50	722
White (not Hispanic)	28	-14	12	843
Socioeconomically Disadvantaged	29	-6	26	738
English Learners	19	13	39	689
Students with Disabilities	50	-17		

"N/A" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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 6th 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.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			Heater/boiler updated – planned in bond measure
Interior: Interior Surfaces			✓		Needs paint, interior and exterior
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				✓	Continue to monitor and react
Electrical: Electrical			✓		Need outlets and rewiring in Rooms 20-29 – planned in bond measure
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			Fire doors unattached
Structural: Structural Damage, Roofs			✓		Remove aging portables – planned in bond measure
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Fair				

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	43	42	42	207
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence	0	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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

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	97.0	3.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	94.1	5.9

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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 th grade; Prentice Hall (2004), pre-algebra, 7 th grade; Prentice Hall (2004), algebra, 8 th 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.

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	2006-07		2007-08		2008-09	
	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	27.3	4	17	3	27.9	8	29	11	27.4	5	46	6

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	2006-07				2007-08				2008-09			
	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	24.2	25	10	10	23.8	31	33	14	23.6	29	27	7
Mathematics	26.5	6	16	6	27.4	13	29	15	24.8	16	24	7
Science	29.8	2	10	10	28.9	3	9	4	30.4	2	8	10
Social Science	31.3	1	9	10	29.6	1	12	5	32.8		6	12

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 6	275
Grade 7	332
Grade 8	314
Total Enrollment	921

Student Enrollment by Group (School Year 2008-09)

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	1.41 %
American Indian or Alaska Native	1.09 %
Asian	2.39 %
Filipino	4.13 %
Hispanic or Latino	36.59 %
Pacific Islander	0.11 %
White (not Hispanic)	53.20 %
Multiple or No Response	1.09 %
Socioeconomically Disadvantaged	55.00 %
English Learners	20.00 %
Students with Disabilities	13.00 %

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at

the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,572	\$2,806	\$6,766	\$65,778
District	\$9,280	\$2,961	\$6,319	\$65,238
Percent Difference – School Site and District	3%	-5%	7%	1%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	23%	8%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,803	\$38,941
Mid-Range Teacher Salary	\$60,829	\$59,686
Highest Teacher Salary	\$84,772	\$77,828
Average Principal Salary (Elementary)	\$112,141	\$94,258
Average Principal Salary (Middle)	\$117,762	\$98,271
Average Principal Salary (High)	\$107,069	\$104,869
Superintendent Salary	\$159,973	\$142,247
Percent of Budget for Teacher Salaries	41.30 %	38.20 %
Percent of Budget for Administrative Salaries	4.60 %	5.90 %