



## **Miller Creek Middle School**

School Accountability Report Card, 2005–2006  
Dixie Elementary School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

# Miller Creek Middle School

School Accountability Report Card, 2005–2006  
Dixie Elementary School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average middle school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

### How to Contact Our School

2255 Las Gallinas Ave.

San Rafael, CA 94903

Principal: Greg Johnson

Phone: (415) 492-3760

### How to Contact Our District

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# Miller Creek Middle School

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Dixie Elementary School District

## » Principal's Message

Miller Creek Middle School is a community that encourages all its members—students, staff, and parents—to be lifelong learners who embrace a healthy lifestyle, demonstrate compassion and empathy for others, and act with integrity and honesty. It is the goal of this community to provide the tools and resources necessary to foster creative, independent thinkers who will become proud stewards of our world.

We provide a positive learning environment that promotes the success of each student. Our staff is dedicated to providing a challenging curriculum to our students. We focus on student learning by asking four key questions:

What do we want each students to learn?

How do we know when each student has learned it?

How do we respond when a student experiences difficulty in learning?

How will we respond when a student already knows it?

We continuously examine the most recent research on middle school education to determine the best practices for our campus. Our staff models the attributes of a professional learning community and constantly works to promote continual school improvement.

Greg Johnson, PRINCIPAL

### Grade Range and Calendar

**6-8**

TRADITIONAL

### Academic Performance Index

**885**

County Average: 822  
State Average: 728

### Student enrollment

**668**

County Average: 381  
State Average: 691

### Teachers

**33**

County Average: 21  
State Average: 30

### Students per teacher

**20**

County Average: 18  
State Average: 23

### Students per computer

**5**

County Average: 3  
State Average: 5

### **Major Achievements**

- Miller Creek has the highest possible Academic Performance Index (API) statewide ranking. We are constantly working to increase student learning and success. The Miller Creek staff works collaboratively to improve effectiveness.
- Miller Creek is proud to have received the California Distinguished School Award in 1996, 2001, and 2005.
- One of our seventh grade science teachers, Sue Holland, was named the Marin County Teacher of the Year for 2004–2005.
- Our seven-period day allows all students to pursue elective courses in performing, visual, and technical arts.
- Our students experience success in numerous areas, including science fairs, music performances, and county math competitions. Field trips enrich student learning in all grades, especially in eighth grade, with opportunities to travel to Costa Rica, Washington DC, the Ashland Shakespeare Festival, Sacramento, and Death Valley.

### **Focus for Improvement**

- Provide academic support for students who are not meeting grade-level standards in language arts and mathematics. It is our goal to provide this extra help during the regular school day. We intend to use data and researched-based results to increase student success.
- Continue a schoolwide focus to improve school climate and student safety by following our school motto, “Be safe, be responsible, be respectful.” In addition, we are working to create a bully-free, harassment-free, violence-free campus and culture.
- Create an information-rich report card that will help us better communicate student learning and success to parents and the community.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Miller Creek’s API was 885 (out of 1000). This is an increase of 17 points compared to last year’s API. All students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

**API RANKINGS:** Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 868. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 10 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 3 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

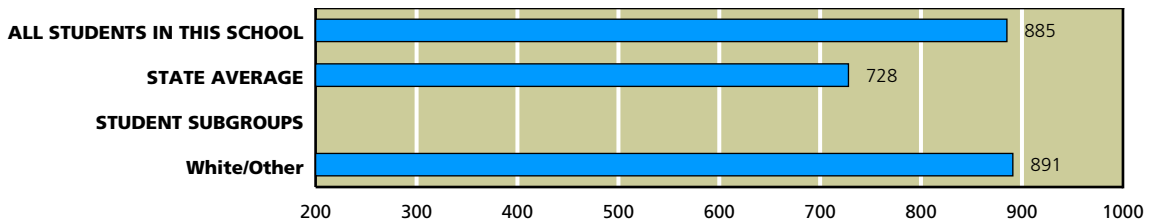
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 49 percent of middle schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>885</b>
<b>Growth attained from prior year</b>	<b>+17</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**API, Spring 2006**



SOURCE: API based on spring 2006 test cycle. State average represents middle schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all nine criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2006</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students’ test results in the 2005–2006 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.



























## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2005–2006		2004–2005		2003–2004	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
<b>ENGLISH/LANGUAGE ARTS</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>MATH (excluding algebra)</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>ALGEBRA</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>HISTORY/SOCIAL SCIENCE</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>SCIENCE</b>						
<b>Our school</b> Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average middle school</b> Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Appendix to this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS?** The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			74%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 32 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			68%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	98%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

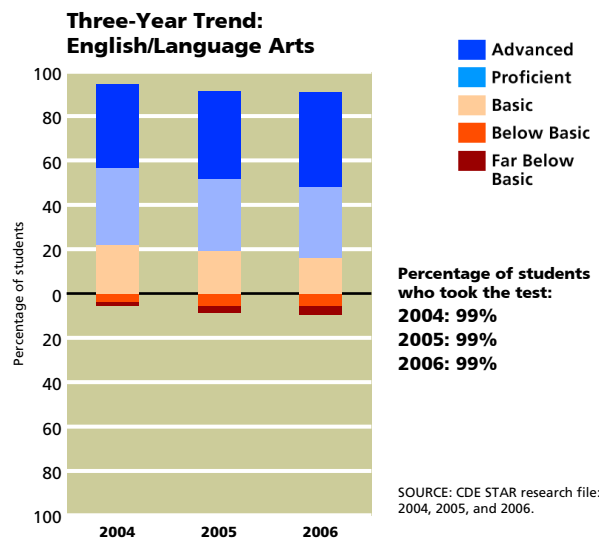
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			68%	308	<b>GENDER:</b> About 13 percent more girls than boys at our school scored Proficient or Advanced.
Girls			81%	349	
English proficient			76%	639	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	17	
Low income	NO DATA AVAILABLE		N/A	9	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			76%	642	
Learning disabled			28%	58	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			79%	600	
Asian American			77%	73	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			55%	53	
White/Other			77%	505	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for **sixth** grade, **seventh** grade, and **eighth** grade on the CDE's Web site. The standards for **all grade levels** are also available on this site.



### Math (Excluding Algebra)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			70%	82%	<b>SCHOOLWIDE AVERAGE:</b> About 30 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			63%	83%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			40%	82%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

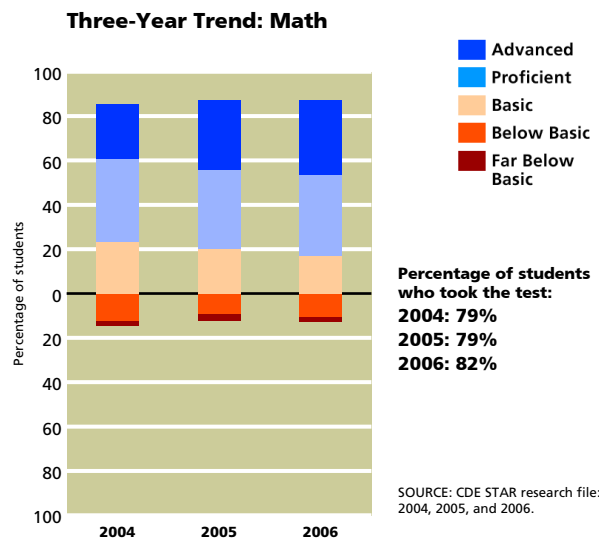
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			69%	253	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
Girls			72%	290	
English proficient			73%	525	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	17	
Low income	NO DATA AVAILABLE		N/A	9	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			72%	528	
Learning disabled			34%	57	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			75%	487	
Asian American			78%	54	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			41%	49	
White/Other			73%	415	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and seventh graders take the same math courses. In eighth grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [sixth](#) and [seventh](#) grade math standards on the CDE's Web site. The standards for [all grade levels](#) are also available on this site.



### Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			90%	41%	<b>SCHOOLWIDE AVERAGE:</b> About 52 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About four percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			78%	49%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			38%	45%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

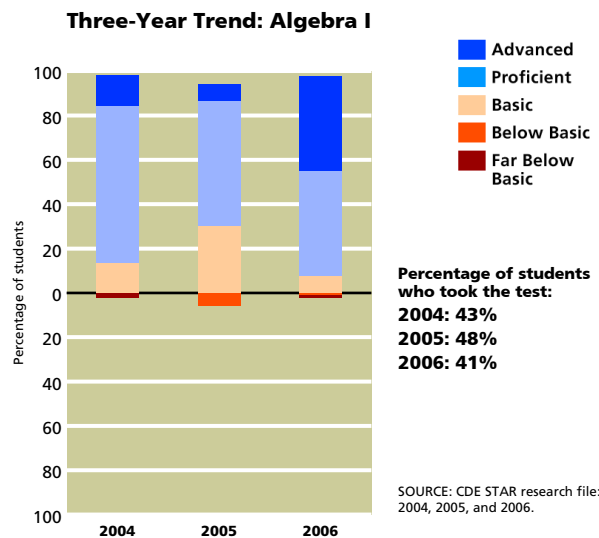
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			85%	41	<b>GENDER:</b> About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls			94%	48	
English proficient			90%	89	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			90%	89	
Learning disabled	NO DATA AVAILABLE		N/A	1	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			90%	88	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			93%	71	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 41 percent of our students took the algebra standards test, compared to 45 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.



### History/Social Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			70%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 36 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			62%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			34%	98%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

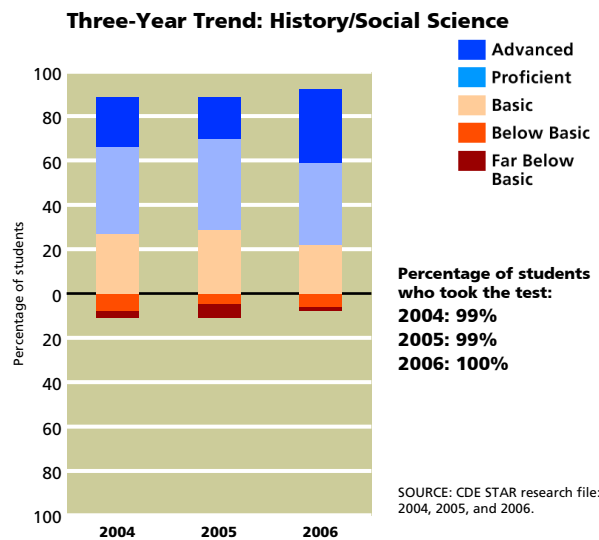
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			70%	112	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			71%	104	
English proficient			71%	215	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	1	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			71%	213	
Learning disabled	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			72%	209	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	14	
White/Other			68%	170	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **eighth** grade history/social science standards on the CDE's Web site. The standards for **all grade levels** are also available on this site.



**Science**

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			68%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 31 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			62%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	98%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			68%	112	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			69%	104	
English proficient			69%	215	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	1	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			69%	213	
Learning disabled	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			70%	209	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	14	
White/Other			67%	170	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the first year that science was included in the California Standards Tests our students took. As a result, we have no trend data to present. Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the science standards for [sixth](#), [seventh](#), and [eighth](#) grades on the CDE's Web site.

### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	53%	45%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	81%	71%	46%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	63%	50%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	69%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	46%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	84%	72%	51%

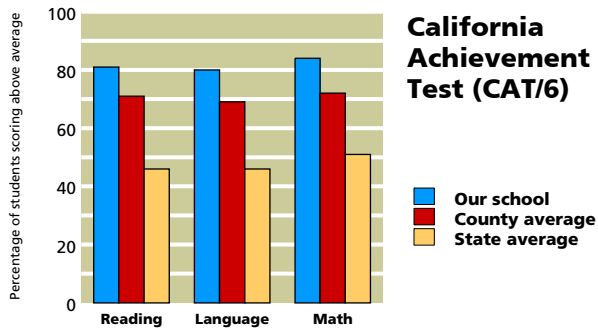
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Miller Creek, 81 percent of students scored at or above average in reading (compared to 46 percent statewide); 80 percent scored at or above average in language (compared to 46 percent statewide); and 84 percent scored at or above average in math (compared to 51 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Miller Creek, 53 percent of students scored at the top in reading (compared to 21 percent statewide); 63 percent scored at the top in language (compared to 26 percent statewide); and 55 percent scored at the top in math (compared to 25 percent statewide). The subject with the most students scoring at the top was language.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent middle schools only.

### **Other Measures of Student Achievement**

We measure the academic progress of our students using a variety of measures. Our English learners take the California English Language Development Test to determine their English proficiency. We use physical education (PE) testing in all grades; student projects, teacher observations, and teacher-developed common assessments in all curricular subjects; the Standards-Based Assessment in Mathematics; and the California Healthy Kids Survey. All teachers use standardized tests and end-of-unit tests in all curricular areas.

We issue report cards in November, March, and June in addition to midtrimester progress reports. Parents attend parent-teacher-student conferences in December.

**STUDENTS**

**Students’ English Language Skills**

At Miller Creek, 98 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall. Of the students who were still learning English in 2004–2005, none advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	98%	91%	79%
English learners	2%	9%	21%

SOURCE: Language Census for school year 2005–2006. County and state averages represent middle schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 14 students classified as English learners. At Miller Creek, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	50%	87%	86%
Vietnamese	7%	2%	2%
Cantonese	7%	1%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	36%	11%	8%

SOURCE: Language Census for school year 2005–2006. County and state averages represent middle schools only.

**Ethnicity**

Most students at Miller Creek identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Miller Creek. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	4%	8%
Asian American/Pacific Islander	12%	6%	11%
Latino/Hispanic	8%	21%	46%
White/European American/Other	78%	70%	35%

SOURCE: CBEDS census of October 2005. County and state averages represent middle schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Miller Creek, six percent of the students qualified for this program, compared to 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	6%	26%	52%
Parents with some college	93%	81%	54%
Parents with college degree	78%	66%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 93 percent of the students at Miller Creek have attended college, and 78 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 91 percent of the students who took the standardized tests provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The average class size at Miller Creek varies from a low of 25 students to a high of 27. Our average class size schoolwide is 27 students. The average class size for middle schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	24	27
History	26	25	29
Math	25	24	28
Science	27	25	30

SOURCE: CBEDS census, October 2005. County and state averages represent middle schools only.

**Safety**

Miller Creek has a School Safety Plan that includes general school safety, character education, and emergency preparedness plans. Schoolwide behavioral expectations are in place and supported by ongoing instruction and reinforcement. We have a school emergency preparedness committee, and we participate in yearly district emergency drills. Our Resource Officer from the Marin County Sheriff’s Department makes regular visits to campus to meet with staff to discuss at-risk students and to provide classroom lessons upon request.

**Discipline**

We clearly communicate our student behavior system in both our student planner and our parent handbook. Panther Paws and Caught in the Act slips are issued as positive rewards for students found doing something good. Our discipline system is proactive, and early intervention is paramount. When a student is struggling, we notify the students’ parents, we brainstorm solutions with the student, and we may establish a student contract that clearly outlines consequences for misbehavior. Suspended students and their parents are required to meet with school administration and a school counselor. We report all suspensions to the district office. Expulsions are rare. They are handled according to the education code, with assistance from the district superintendent.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	2005–2006	16	16
	2004–2005	13	13
	2003–2004	7	7
<b>Expulsions per 100 students</b>	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent middle schools only.

During the 2005–2006 school year, we had 106 suspension incidents. We had one expulsion incident. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

District policy provides for daily homework assignments of up to two hours a night, four days a week, to supplement classroom learning, promote good work habits, and develop study skills.

During any particular week, the amount of time spent on homework varies based on the grade level, the content of the instructional program, and the amount of time individual students need to complete their assignments. It is the goal of all grade-level teams to better coordinate future homework cycles.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	56%	39%	27%
<b>Girls in Fitness Zone</b>	73%	49%	31%
<b>All students in Fitness Zone</b>	65%	43%	29%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

**Schedule**

The school year includes 180 days of instruction. Class begins at 8 a.m. and ends at 2:56 p.m. Wednesdays are early dismissal days and end at 2 p.m. There are districtwide vacations in December, February, and April. Miller Creek has a seven-period day.

**Time Spent Teaching Each Year**

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
<b>Grade 6</b>	54,670	54,000
<b>Grade 7</b>	63,193	54,000
<b>Grade 8</b>	63,193	54,000

SOURCE: This data is reported by school district staff.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Greg Johnson has been the principal of this school for four years. He has eight years of experience as a principal. He also has nine years of experience as a teacher in grades three through eight. Principal Johnson has participated in the California School Leadership Association, state literacy trainings, California League of Middle School trainings, and has attended several Professional Learning Community institutes.

In addition to Principal Johnson, Miller Creek has a full-time assistant principal, Sue Akeson, and a full-time school counselor, Alison Cohen.

School leadership is shared through a team that represents staff from different curricular areas and grade levels. This team meets regularly to plan staff development and our weekly Learning Wednesday meetings, and to modify and monitor our SMART (Strategic/Specific, Measurable, Attainable, Results-based, Time-bound) goals.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	13	12	12
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	6%	13%	15%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	34%	32%	32%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	66%	68%	68%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About six percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 13 years of experience. About 66 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 34 percent have completed a master's degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	96%	92%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	1%	5%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	3%	2%	4%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	2%	1%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 97 percent of the faculty at Miller Creek hold a full credential. This number is higher than the average for all middle schools in the state. None of the faculty at Miller Creek holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few middle school teachers hold this authorization statewide (just four percent). About 94 percent of the faculty at Miller Creek hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 79 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	3%	8%	17%
<b>Out-of-field teaching: courses</b>	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	45%	47%	35%
<b>Out-of-field teaching: students</b>	Percentage of students in algebra and science courses taught by a teacher who lacks the appropriate credential for the course	45%	48%	34%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	3%	4%	8%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “**highly qualified**.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 45 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 35 percent of core courses taught by such middle school teachers statewide.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About three percent of our teachers were working without full credentials, compared to eight percent of teachers in middle schools statewide.

**Out-of-Field Teaching, Detail by Selected Subject Areas**

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Algebra</b>	Percentage of algebra courses taught by a teacher lacking the appropriate subject area authorization	59%	33%	27%
<b>Science</b>	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	36%	54%	40%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you’ll find the percentage of algebra courses taught by teachers who lack subject area authorization in math and the percentage of eighth grade students taking algebra from a teacher who lacks this subject area authorization. While algebra teachers in some middle schools might not formally be required to hold this math subject area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2006–2007 school year.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	2%	14%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	6%	13%
<b>Schools with a moderate number of low-income students</b>	Middle two quartiles of schools whose core courses are not taught by “highly qualified” teachers	2%	14%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students’ rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

The average percentage of courses in our district not taught by a “highly qualified” teacher is two percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is six percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared to 14 percent statewide.

## Evaluating and Improving Teachers

We regularly evaluate teachers on goals mutually established by the principal and the teacher. These goals are based on the California Standards for the Teaching Profession. We follow the evaluation format and schedule agreed on through the negotiated district and teachers’ contract. Teacher support is provided through site and district resources such as a support program for new teachers and the Peer Assistance and Review panel, which matches successful teachers with teachers who need help developing their subject matter knowledge, teaching strategies, or both.

## Staff Development

An early dismissal schedule each Wednesday and scheduled staff development days enable staff to participate in ongoing trainings. On early dismissal days, teachers can focus on student progress and growth, collaborate and plan with other district teachers, develop curriculum and instruction, and research effective teaching practices. We encourage our teachers to attend conferences (such as California League of Middle Schools) and workshops designed to promote their professional growth. The focus is always on learning for both students and staff.

## Substitute Teachers

Substitute teachers are generally available when needed; they must have the credentials required for substitute teaching. We are fortunate to usually hire substitutes who have taught at Miller Creek before and are familiar with our school, students, parents, and programs. We are committed to “school as usual” when substitutes are in our classes, and we expect students to treat substitutes as guest teachers.

## Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

**ACADEMIC GUIDANCE COUNSELORS:** Our school has one full-time equivalent academic counselor. Just for reference, California districts employed about one academic counselor for every 816 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	1.0
Psychologists	0.0
Social workers	0.0
Nurses	0.2
Speech/language/hearing specialists	0.2
Resource specialists	2.0

SOURCE: CBEDS census, October 2005.

## Specialized Programs and Staff

Our school has an assistant principal and a full-time counselor. We participate in New Perspectives, a program that provides additional counseling services. The district nurse visits weekly or as needed. We have a full-time credentialed librarian, a library assistant, and a part-time technology specialist. Our campus features two computer labs, science labs, a stage, and dedicated rooms for drama, band, orchestra, choir, and art. We also have a small English Language Development lab to support reading, writing, speaking, and listening in English.

**GIFTED AND TALENTED EDUCATION:** Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 122 students who qualify for this program.

We identify Gifted and Talented Education (GATE) students using the Otis-Lennon School Ability Test, which we administer at the end of third grade. Teachers offer GATE students challenging individualized instruction within the regular classroom setting, and GATE students are grouped together in language arts classes. Students have the opportunity to participate in GATE Discovery Days through various classes that emphasize music, drama, literature, writing, electronics and technology, and “great books.” We monitor the progress of GATE students through standardized tests and district or site-based tests.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has 68 students who qualify for these special education programs.

Miller Creek has two Resource Specialist Program classes; each class has a teacher and an aide. We also have one Special Day Class with a dedicated teacher and an aide. Our school has the services of several part-time staff, including speech and language therapists, occupational therapists, physical therapists, adaptive PE specialists, and support personnel for both visually and hearing-impaired students.

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible.

Our teachers hold the proper certifications to teach English learners within the regular classroom. Teachers are certified in Cross-cultural, Language, and Academic Development (CLAD) or trained to teach sheltered English (grouping English learners together and teaching them with methods that make academic instruction in English understandable). While instruction is given to English learners in English, teachers may also use sheltered instruction. Miller Creek has a part-time teacher aide who works with our students learning English. Special curriculum materials and software programs help us meet the needs of our English learners.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for English/language arts for [sixth](#) grade, [seventh](#) grade, and [eighth](#) grade on the CDE's Web site. English/language arts content standards are available for [all grade levels](#) on this Web site.

### Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the [sixth](#), [seventh](#), and [eighth](#) grade math standards on the CDE's Web site. Math content standards are available for [all grade levels](#) on this Web site.

### Science

The science program focuses on [earth science](#) in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study [life science](#), covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the [physical sciences and chemistry](#). Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for [all grade levels](#) on the CDE's Web site.

### Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [sixth](#), [seventh](#), and [eighth](#) grade social studies standards on the CDE's Web site. Social studies content standards for [all grade levels](#) are available on the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

We keep our facilities clean and well maintained through regular cleaning schedules and inspections. Miller Creek was built in 1964 and has 22 classrooms, 19 portable rooms, an attractive library, two computer labs, and a large gym. Using bond funds, we have already improved the parking lot, lighting, bus zone, car drive-through lane, pedestrian walkways, and playgrounds.

Our school includes 29 buildings, of which 20 are portables. On an average day, 703 students and staff occupy these buildings.

The bathrooms in our school contain 30 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

Miller Creek has a beautiful library, located in the center of the campus. Our library offers abundant technology resources. Books and resources are regularly updated and replenished. The full-time librarian offers classes and is a highly qualified specialist (and credentialed teacher) on our staff. The library is open before school, during school, and after school to serve students. We have fully automated the book checkout process.

**Computers**

We have 148 computers available for student use, which means that, on average, there is one computer for every five students. There are 44 classrooms connected to the Internet on a wireless network.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	3	5
Internet-connected classrooms	44	23	33

SOURCE: CBED5 census of October 2005. County and state averages represent middle schools only.

Technology is a learning focus at Miller Creek. We use technology to engage and enhance student learning. The library has several computers available for students for research and writing, and there are computers for student use in every classroom. Miller Creek also features two labs: an iMac lab (30 computers) and an eMac lab (28 computers) with headsets and computers for English learners and a mobile technology cart containing laptops, video cameras, and digital cameras. Students use classroom computer technology for Lego robotics software, multimedia applications, and Internet research. All teachers have LCD presenters and wireless laptops.

**Parent Involvement**

Our School Site Council develops Miller Creek's annual improvement plan. We keep families informed with email and newsletters from administrators and teachers. Miller Creek schedules many special events for families, such as Home and School Club meetings, music presentations, talent shows, and drama productions. We have a safety committee that includes parents, and our parent Home and School Club supports 23 different clubs on campus, from Strategic Games to Yearbook to Jazz Choir, just to name a few. Parents also help out in our Creek Café, serve as math tutors, and volunteer to provide supervision at art shows, dances, and our day at the beach. Parents generously give to teacher wish lists and our library's Birthday Book Club.

To become involved, please contact Beth Willens, president of the Miller Creek Home and School Club, at (415) 479-6679.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$13,976,742	N/A	N/A
Expenses per student	\$7,987	\$6,897	\$7,127
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$13,320,193	N/A	N/A
Expenses per student	\$7,607	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,987 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$13,976,742. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

**District Salaries, 2004–2005**

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$39,821	\$37,797
<b>Midrange teacher’s salary</b>	\$57,336	\$57,601
<b>Highest-paid teacher’s salary</b>	\$75,309	\$71,233
<b>Average principal’s salary (middle school)</b>	\$95,260	\$91,944
<b>Superintendent’s salary</b>	\$141,658	\$127,179
<b>Percentage of budget for teachers’ salaries</b>	41%	42%
<b>Percentage of budget for administrators’ salaries</b>	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

The Home and School Club and the Dixie Children's Fund (DCF) actively raise funds to support numerous clubs, extracurricular sports, counseling services, and teacher grants. The DCF provides funding for school needs such as technology support, staff development, and extra academic help for struggling students.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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