

JUNCTION MIDDLE SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES 6-8

9019 Deschutes Road Palo Cedro, CA 96073
Phone: (530) 547-5494 Fax: (530) 547-4829
Website: www.junctionesd.net

Mary von Rotz Sakuma
Superintendent/Principal

Principal's Message

We at Junction Elementary School District are very proud of our schools. Our dedicated staff works together to ensure that we provide a world-class education for all our students. One of our foundational beliefs is: *All students can learn and achieve academic success.*

It is a pleasure to work with such an exceptional staff, great students, and interested and involved parents and community members. I am confident that, as a team, we will continue to deliver the excellent educational programs that have been a hallmark of this District for generations.

Junction Elementary School District is the small district with BIG results.

Junction Elementary School District Educational Beliefs

- All students can learn and achieve academic success.
- Partnership among parents, teachers and staff, and students is essential to educational excellence.
- Positive relationships among all members of our learning community are critical and depend on trust, respect, integrity, collaboration, and the willingness to consider different viewpoints.
- All students must be given the same opportunity to acquire knowledge, understanding, skills, and values using each child's unique learning style.
- Learning is an ongoing process that takes place both inside and outside of the classroom.
- All students learn best when they are encouraged to build understanding from experiences, information, and mistakes and are expected to do high quality work.
- Teaching and learning require an environment that is physically and emotionally safe.

Parental Involvement

"Partnership with parents, teachers, staff and students is essential to educational excellence" is the second of the Junction Elementary School District's educational beliefs. We encourage parents to get involved as volunteers in classrooms and in our library, and to become active members of groups such as School Site Council, the Safety Committee, and our new Parent Club.

If you would like more information regarding volunteer opportunities, please call Superintendent/Principal Mary von Rotz Sakuma at (530) 547-3274.

Professional Development

The Junction Elementary School District understands that with the quickly changing expectations from both the State and federal government regarding education, that professional development is imperative to continue giving our students the best quality education possible. The District is committed both in policy and budget to provide opportunities for professional development.

Each school year, Junction Elementary School District uses three staff development days for teacher learning. The District also uses a minimum day on the first Monday of each month, as well as participates in the county co-op to train staff members.



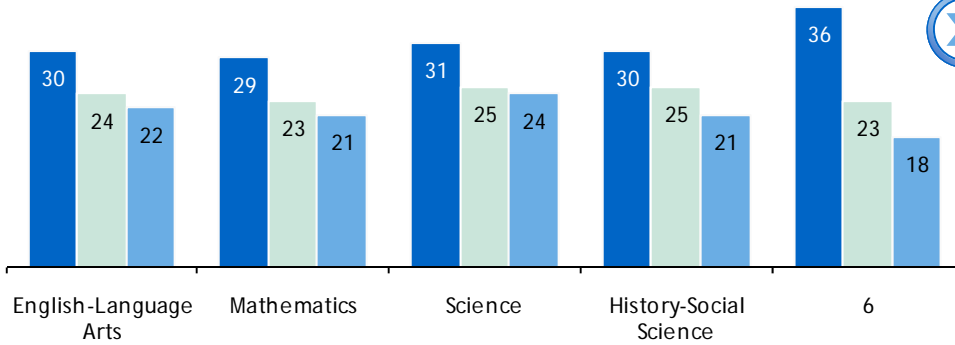
Junction Elementary School District

9087 Deschutes Road
Palo Cedro, CA 96073
Phone: (530) 547-3274
Fax: (530) 547-4829
www.junctionesd.net

District Mission Statement

The Mission of the Junction School District, in partnership with student, family, and community, is to promote excellence, achievement, and self-worth, enabling students to be life-long learners and productive members of our changing world.





Class Size

The bar graph displays the three-year data for average class size.

■ 06-07 □ 07-08 ■ 08-09

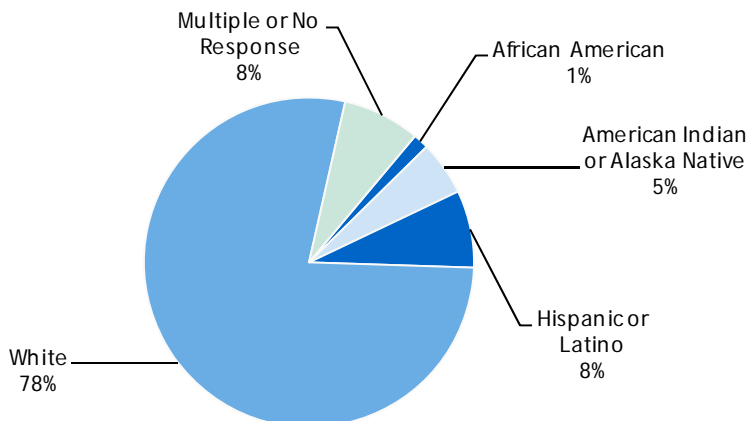


Class Size Distribution – Number of Classrooms By Size									
Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		3	1	1	3		3	1	
Mathematics		1		2	4		5	1	
Science		2	1		4		2	2	
History-Social Science		3	1		6		4	2	

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		3	1		4		3	1	

Enrollment and Demographics

The total enrollment at the school was 132 students for the 2008-09 school year.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Textbooks and Instructional Materials

"All students must be given the same opportunity to acquire knowledge, understanding, skills, and values using each child's unique learning style." The Junction Elementary School District believes that in order to achieve this educational belief, we must equip our students with textbooks, instructional materials, and appropriate instruction. The Junction Elementary School District has adopted the California time schedule for textbook and Standards adoption.

When it comes time to adopt a new textbook series, the District creates a committee made up of teachers, aides, administration, and parents to review all California State-adopted series; they then make their recommendation to the Board of Education.

The District has also adopted the policy that all core instructional materials must be State-adopted and District-approved. The District also reviews current instructional materials on an ongoing basis to make sure that they are still appropriate for the District goals and beliefs. The District has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home.

Each pupil has access to his/her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history/social science to use in class and to take home.

For a complete list of textbooks used at Junction Middle School, please contact the front office at (530) 547-5494 and/or refer to the textbook list in this document.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Reading</i> , Open Court (6)	2002
English-Language Arts	McDougal Littell (7-8)	2002
Mathematics	<i>California Math Course 1 & 2 and Algebra 1</i> , McDougal Littell	2008
Science	Glencoe/McGraw-Hill	2007
History-Social Science	<i>Discovering Our Past</i> , Glencoe	2006

Note: This data was most recently collected and verified in August 2009.

School Safety

"Teaching and learning require an environment that is physically and emotionally safe."

The District is committed to your child's safety. We work with parents, community, and law enforcement to ensure a safe, secure learning environment for our students. We conduct monthly safety drills and review the crisis intervention plan with local law enforcement annually.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2009.

Suspensions and Expulsions

	Suspension and Expulsion Rates					
	Junction MS			Junction ESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.070	0.068	0.045	0.053	0.070	0.026
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

School Facility Good Repair Status

The table below shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred in October 19, 2009, and the inspection form was most recently completed on October 19, 2009.

School Facilities

Our staff works hard to ensure that our facilities are safe, clean, and operational on a daily basis. The District employs four individuals to make sure the campus is ready for students to learn and staff to work.

Junction uses local, State, and federal funds to make this happen. Junction ESD also uses Deferred Maintenance Program funds to complete a project each year, which keeps our District operating in a safe and clean manner. Safety money is also used each year, to address situations identified by both the School Site Council and the Junction School Safety Committee.

The following safety measures are taken to ensure our students and staff have a safe and healthy environment: our school is partially gated, we have yard duty supervisors watching our students, and visitors must sign in at the school office and receive a visitor’s pass to enter the campus.

Junction Middle School was built in 1979. Our school has six regular classrooms, a science lab, a library, a computer lab, a music room, a multipurpose room, and two Special Education rooms. The design capacity of the school is 200 students. Athletic facilities include a gym, track, and playground.

Continued on sidebar

School Facilities

Continued from left

In summer of 2008—as part of a combined modernization project and Deferred Maintenance Program/Extreme Hardship Grant project—we replaced the HVAC and roofing systems on Buildings A and B at the Middle School. In the summer of 2010, additional modernization projects are planned on the Middle School campus.

If funding is available, additional modernization projects will be accomplished on the middle school campus in summer of 2010.



“I am confident that, as a team, we will continue to deliver the excellent educational programs that have been a hallmark of this District for generations.”

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 level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

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

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

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

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



NAEP Testing 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. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For the 2008-09 school year, no information is available for Junction Middle School. For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Percentage of Students Scoring At Proficient or Advanced Levels

	Junction MS			Junction ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	57%	52%	◆	57%	50%	59%	43%	46%	50%
Mathematics	41%	32%	◆	58%	51%	52%	40%	43%	46%
Science	51%	48%	◆	52%	41%	66%	38%	46%	50%
History-Social Science	38%	23%	◆	38%	23%	◆	33%	36%	41%

◆ Information not available.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
1. Upper Body Strength and Endurance
2. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Technology)
- Title IV (Safe and Drug-Free Schools and Communities)
- Gifted and Talented Education (GATE)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- Special Education
- Tobacco Use Prevention Education (TUPE)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program



California Physical Fitness Test

Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	7.9%
Five of Six Standards	31.6%
Six of Six Standards	50.0%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	7	7	6
Similar Schools API Rank	1	3	1

Academic Performance Index Growth

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	11	-17	30	794
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	22	-27	45	815
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Junction MS		Junction ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	Yes	No
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Junction MS	Junction ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.



"We encourage parents to get involved as volunteers in classrooms and in our library, and to become active members of groups such as School Site Council, the Safety Committee, and our new Parent Club."



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Junction ESD	Junction MS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	20	7	7	7
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence		0	0	1

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Junction MS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Junction MS	88.9%	11.1%
All Schools in District	92.1%	7.9%
High-Poverty Schools in District	⬢	⬢
Low-Poverty Schools in District	92.1%	7.9%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

⬢ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	⬢
⬢ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.5
Psychologist	0.4
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	⌘
Resource Specialist (non-teaching)	0.0
Other	0.0
⌘ Contract for Services	

District Financial Data

District Salary Data		
Category	Junction ESD	Similar Sized District
Beginning Teacher Salary	\$36,091	\$38,481
Mid-Range Teacher Salary	\$47,768	\$55,789
Highest Teacher Salary	\$63,060	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	\$93,600	\$110,994
Teacher Salaries – Percent of Budget	35.5%	37.2%
Administrative Salaries – Percent of Budget	3.2%	6.6%

✱ The Principal and Superintendent are combined as one position for Junction ESD.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Junction MS
Total Expenditures Per Pupil	\$9,370
Expenditures Per Pupil From Restricted Sources	\$3,104
Expenditures Per Pupil From Unrestricted Sources	\$6,266
Average Teacher Salary	\$50,727

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Junction MS	\$6,266	\$50,727
Junction ESD	\$6,247	\$53,256
California	\$5,512	\$56,284
School and District – Percent Difference	+0.3%	-5.0%
School and California – Percent Difference	+12.0%	-11.0%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as January 2010.