

JUNCTION MIDDLE SCHOOL



GRADES 6-8

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Superintendent/Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

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

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.**

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Public Internet Access

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

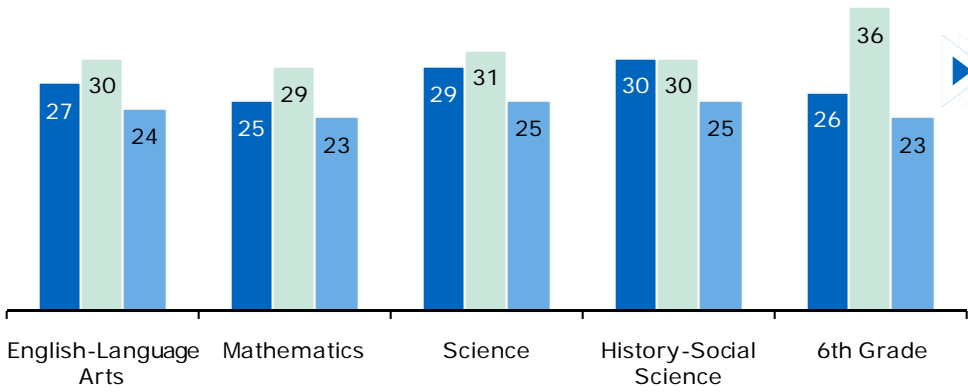


Junction Elementary School District

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 graphs display the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Subject	05-06			06-07			07-08		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		4			3	1	1	3	
Mathematics	1	3			1		2	4	
Science	1	2	1		2	1		4	
History-Social Science		2	2		3	1		6	



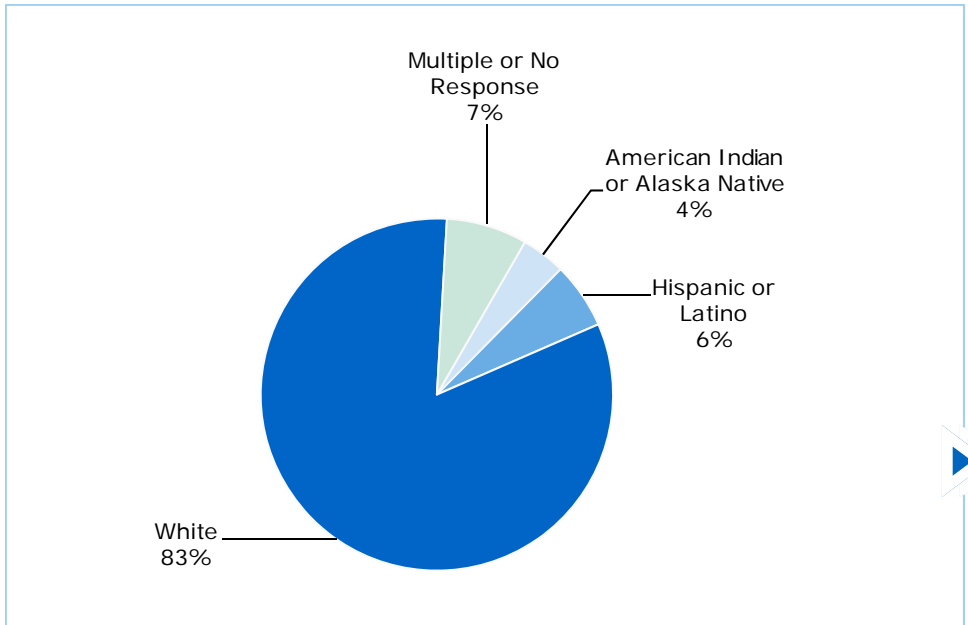
Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	3	5	1		3	1		4	

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 2008.



Enrollment and Demographics

The total enrollment was 148 students for the 2007-08 school year.



School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on October 31, 2008, and the inspection form was most recently completed on October 31, 2008.

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.

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School Facilities

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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 2009, additional modernization projects will be accomplished on the Middle School campus.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$5,132 for the Deferred Maintenance Program. This represents 0.161% of the District's general fund budget.

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 test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 44.9% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Textbooks and Instructional Materials

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

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 as 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.

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in August 2008.

Suspensions and Expulsions

The 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.

Suspension and Expulsion Rates						
	Junction MS			Junction ESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.053	0.070	0.068	0.053	0.070	0.026
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Junction MS			Junction ESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	48%	57%	52%	52%	57%	50%	42%	43%	46%
Mathematics	45%	41%	32%	53%	58%	51%	40%	40%	43%
Science	36%	51%	48%	36%	52%	41%	35%	38%	46%
History-Social Science	33%	38%	23%	33%	38%	23%	33%	33%	36%



California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	49%	35%	48%	28%
Female	57%	27%	48%	17%
Economically Disadvantaged	41%	32%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	8%	0%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	54%	34%	52%	24%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Junction MS		Junction ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	9	7	7
Similar Schools API Rank	8	1	3

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	-32	11	-17	764
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-31	22	-27	769
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Teacher Qualifications

Teacher Credential Information				
	Junction ESD	Junction MS		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	20	8	7	7
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Qualifications

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

Teacher Misassignments and Vacant Teacher Positions

The 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		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

No Child Left Behind Compliant Teachers

No Child Left Behind (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 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes 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	◆	◆

◆ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

School Support Staff

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

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 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.

Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Junction ESD	Similar Sized District
Beginning Teacher Salary	\$34,800	\$37,322
Mid-Range Teacher Salary	\$46,059	\$53,824
Highest Teacher Salary	\$60,804	\$67,700
Average Principal Salary	✧	\$91,421
Superintendent Salary	\$90,000	\$104,993
% of Budget for Teacher Salaries	37.7%	37.6%
% of Budget for Administrative Salaries	3.2%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Junction MS	\$8,428	\$2,329	\$6,099	\$51,758
Junction ESD			\$6,001	\$54,102
California			\$5,300	\$54,322
% Difference Between School and District			1.6%	-4.5%
% Difference Between School and California			13.1%	-4.7%

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

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



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 of December 2008.