

# Middletown High

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 may 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.

### Bill Roderick, Principal

 Principal, Middletown High

#### About Our School

Middletown High School is a school that is proud of its academic, athletic and performing arts success. We are a community based school that produces students who are able to navigate and succeed in the 21st century.

#### Contact

*Middletown High  
20932 Big Canyon Rd.  
Middletown, CA 95461-0338*

*Phone: 707-987-4140  
E-mail: [bill.roderick@middletownusd.org](mailto:bill.roderick@middletownusd.org)*

# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Middletown Unified
<b>Phone Number</b>	(707) 987-4100
<b>Superintendent</b>	Catherine Stone
<b>E-mail Address</b>	<a href="mailto:catherine.stone@middletownusd.org">catherine.stone@middletownusd.org</a>
<b>Web Site</b>	<a href="http://www.middletownusd.org">www.middletownusd.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Middletown High
<b>Street</b>	20932 Big Canyon Rd.
<b>City, State, Zip</b>	Middletown, Ca, 95461-0338
<b>Phone Number</b>	707-987-4140
<b>Principal</b>	Bill Roderick, Principal
<b>E-mail Address</b>	<a href="mailto:bill.roderick@middletownusd.org">bill.roderick@middletownusd.org</a>
<b>Web Site</b>	<a href="http://mhs.middletownusd.org">mhs.middletownusd.org</a>
<b>County-District-School (CDS) Code</b>	17640551736008

*Last updated: 2/11/2016*

## School Description and Mission Statement - Most Recent Year

Middletown High School will provide each student with the opportunity to achieve the maximum growth of which he or she is capable, in order to become a competent adult in a changing world. The school program is directed to helping each student develop a feeling of self-worth, to be able to make decisions and accept responsibility for them, to understand change and how it may be influenced, to recognize the variety of cultural heritages, to develop a commitment to the attainment of a more democratic society and to live in harmony with our environment.

### Expected School-wide Learning Results

Be able to resolve problems and justify their positions:

- Students will create a project, devise a plan, and bring it to completion.
- Students will analyze a situation, take a stand, and defend their position in a variety of ways.

Effective communication skills:

- Students will demonstrate effective communication through oral, visual, and written expression.
- Students will demonstrate active listening skills.

Be capable of independently accessing information:

- Students will determine what information is relevant, valid, and appropriate to their task.
- Students will know how to locate subject specific information.
- Students will complete research activities by effectively using a variety of resources.

Be able to formally evaluate their efforts:

- Students will complete a self-evaluation at the end of projects, units, or performance based projects, and will identify steps to improve their performance.
- Students will be able to regularly review their transcripts, chart progress, towards graduation, and determine what is necessary to reach their future goals.

Demonstrate academic skills:

- Students will meet state curriculum standards.

Exhibit skills necessary to become responsible and valuable citizens:

- Students will respect individual differences.
- Students will resolve conflicts in a responsible manner.
- Students will respect others, property, and self.
- Students will contribute, positively, to the community.

Be aware of the mental, physical, social, and emotional elements of well being:

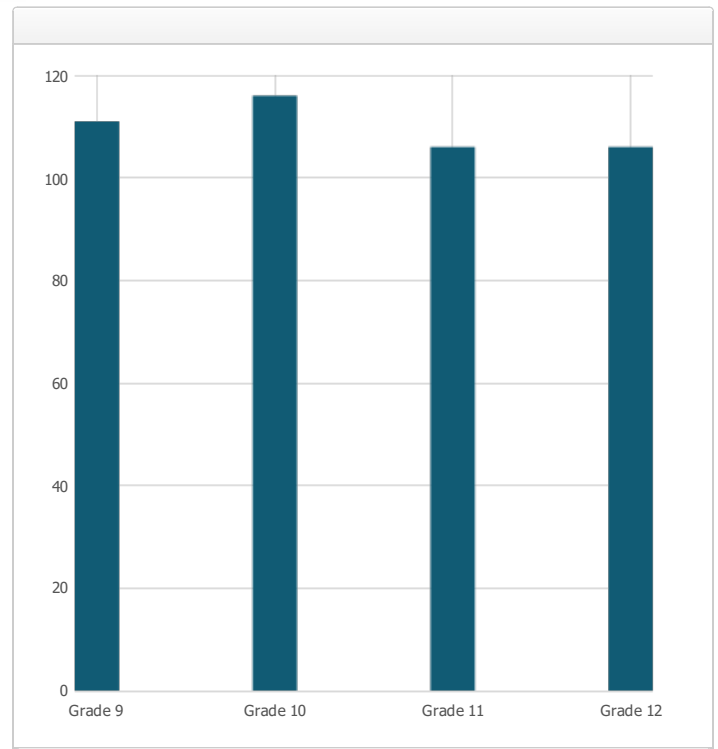
- Students will active and successful team members and academic and extra curricular activities.

- b. Students will be respectful and tolerant of individual differences.
- c. Students will interact and behave in appropriate and acceptable ways.

*Last updated: 1/25/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 9	111
Grade 10	116
Grade 11	106
Grade 12	106
Total Enrollment	439



Last updated: 1/25/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	1.1 %
Asian	0.7 %
Filipino	0.5 %
Hispanic or Latino	21.0 %
Native Hawaiian or Pacific Islander	0.5 %
White	72.2 %
Two or More Races	2.5 %
Socioeconomically Disadvantaged	41.7 %
English Learners	4.1 %
Students with Disabilities	11.6 %
Foster Youth	0.0 %

Last updated: 1/25/2016

## A. Conditions of Learning

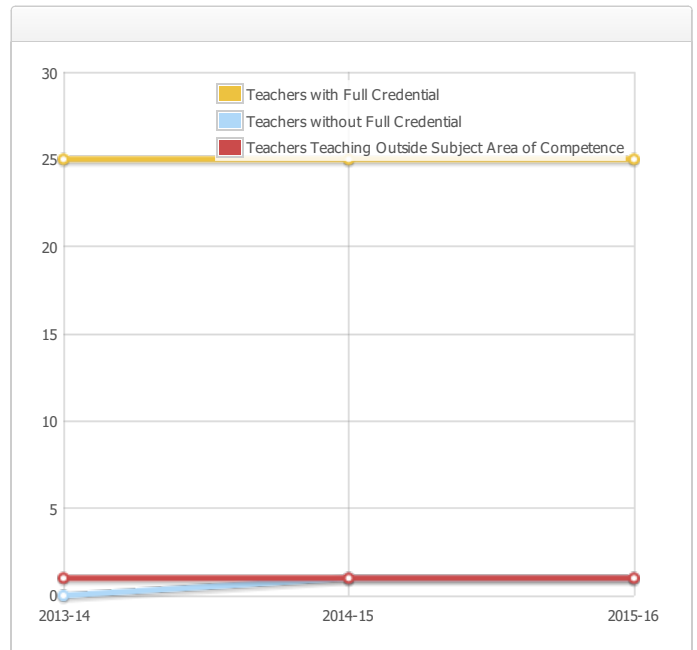
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

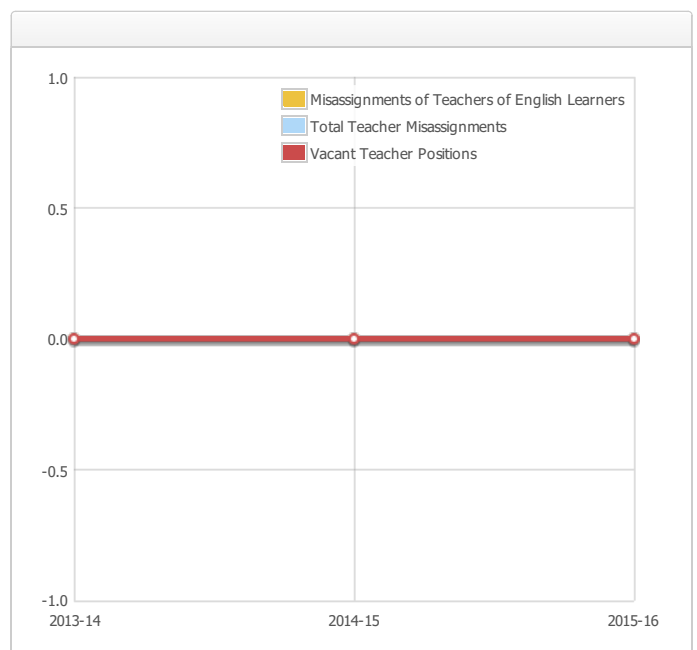
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	25	25	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	



Last updated: 1/25/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eng 9 - Language of Literature McDougal Littell Eng 10 - Literature McDougal Littell Eng 11 - Literature McDougal Littell Honors 11 - England in Literature McDougal Littell Eng 12 - Literature McDougal Littell AP Eng - Welcome to World Lit	Yes	0.0 %
Mathematics	Geometry - Geometry McDougal Littell Alg 2 - Algebra 2 McDougal Littell Pre-Calculus - Pre-Calculus Pearson Calculus - Calculus Pearson Integrated 1, 1A, 1B - Integrated 1 Carnegie Learning Integrated 2 - Integrated 2 Carnegie Learning Integrated 3 - Integrated 3 Carnegie Learning	Yes	0.0 %
Science	Biology/Ag Bio - Biology Prentice Hall Earth Science/Ag Science - Earth Science Prentice Hall AP Env Sci - Environmental Science Wiley Physics - Physics Glencoe Chemistry - Chemistry Prentice Hall Anat and Phys - Essentials of Anatomy and Physiology Pearson	Yes	0.0 %
History-Social Science	World Hist - Modern World History McDougal Littell US Hist - The American Vision Glencoe Civics - MacGruder's American Government Prentice Hall AP US History - Out of Many Pearson Econ - Economics – Concepts and Choices Holt / McDougal	Yes	0.0 %
Foreign Language	Spanish 1- Advancemos 1 Holt McDougal Spanish 2 - Advancemos 2 Holt McDougal	Yes	0.0 %

	Spanish 3 - Expresate 3 Holt McDougal AP Spanish - Una Vez Maz Pearson AP Spanish - Mundo 21 Cengage Learning		
Health	Health - Lifetime Health Holt	Yes	0.0 %
Visual and Performing Arts	The Art of Floral Design - Thompson Learning Music It's Role and Importance in our Lives - Glencoe	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	Our replacement and updating of lab materials is ongoing, every year for all science classes..	Yes	0.0 %

*Last updated: 1/25/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

The MUSD maintenance staff continues to work week-in and week-out to maintain our campus so it is a safe and accessible learning environment for all students. There is a plan and system in place to report and address maintenance and custodial needs. Some issues can not be immediately addressed due to the nature of the repair. All issues that create a safety concern for students, staff and visitors are immediately addressed to make sure the facility is deemed safe.

*Last updated: 1/25/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating
----------------

*Last updated: 1/25/2016*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	47.0%	44.0%
Mathematics (grades 3-8 and 11)	35.0%	36.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

## ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	102	95.3%	11.0%	23.0%	39.0%	27.0%
Male	107	54	50.5%	15.0%	30.0%	35.0%	20.0%
Female	107	48	44.9%	6.0%	15.0%	44.0%	35.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	107	2	1.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	107	1	0.9%	--	--	--	--
Hispanic or Latino	107	29	27.1%	21.0%	34.0%	24.0%	21.0%
Native Hawaiian or Pacific Islander	107	1	0.9%	--	--	--	--
White	107	66	61.7%	8.0%	18.0%	42.0%	32.0%
Two or More Races	107	3	2.8%	--	--	--	--
Socioeconomically Disadvantaged	107	38	35.5%	21.0%	29.0%	39.0%	11.0%
English Learners	107	5	4.7%	--	--	--	--
Students with Disabilities	107	10	9.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	107	102	95.3%	39.0%	25.0%	24.0%	12.0%
Male	107	54	50.5%	43.0%	17.0%	24.0%	17.0%
Female	107	48	44.9%	35.0%	35.0%	23.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	107	2	1.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	107	1	0.9%	--	--	--	--
Hispanic or Latino	107	29	27.1%	41.0%	34.0%	17.0%	7.0%
Native Hawaiian or Pacific Islander	107	1	0.9%	--	--	--	--
White	107	66	61.7%	35.0%	23.0%	29.0%	14.0%
Two or More Races	107	3	2.8%	--	--	--	--
Socioeconomically Disadvantaged	107	38	35.5%	55.0%	24.0%	18.0%	3.0%
English Learners	107	5	4.7%	--	--	--	--
Students with Disabilities	107	10	9.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	52.0%	49.0%	55.0%	65.0%	60.0%	64.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64.0%
All Students at the School	55.0%
Male	62.0%
Female	47.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	34.0%
Native Hawaiian or Pacific Islander	--
White	65.0%
Two or More Races	--
Socioeconomically Disadvantaged	57.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

## Career Technical Education Programs (School Year 2014-15)

Middletown High School offers extensive courses in the following fields:

### Business Department

Business Computers, Digital Arts, Accounting, CISCO Networking, Computer Repair, Desktop Publishing and Intro to Business Law, ROP Office Skills, ROP Office Practice

### Ag/Vocational Education

Ornamental Horticulture, Vet Medicine, Animal Anat/Phys, Woods, Metals, Ag Mechanics, Advanced Ag Mechanics, Ag Science, Ag Biology, Intro to Viticulture, Vineyard Management

*Last updated: 1/25/2016*

## Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	238
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	5.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	60.0%

*Last updated: 1/25/2016*

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	92.3%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	45.0%

# State Priority: Other Pupil Outcomes

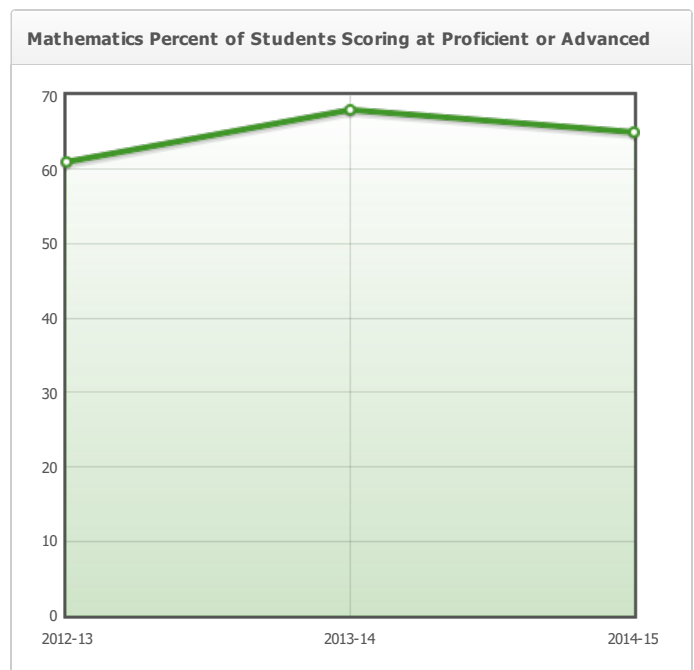
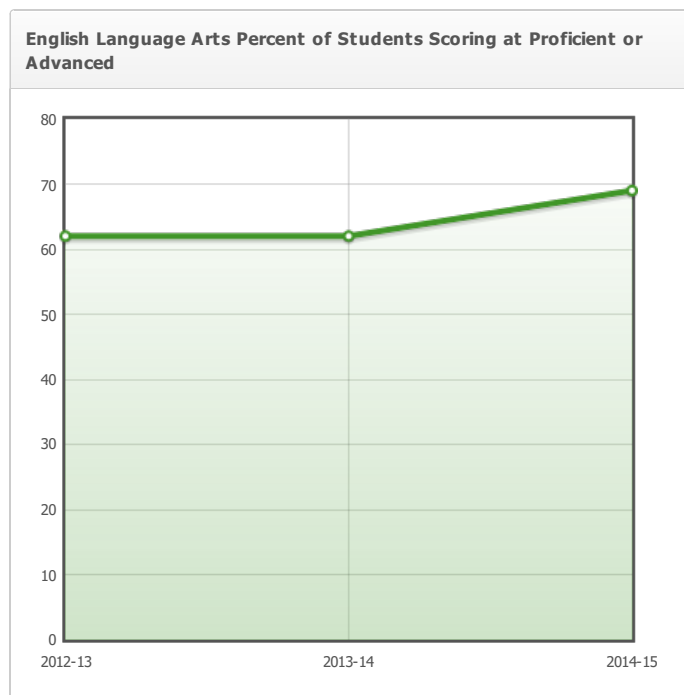
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	62.0%	62.0%	69.0%	61.0%	62.0%	67.0%	57.0%	56.0%	58.0%
Mathematics	61.0%	68.0%	65.0%	60.0%	65.0%	60.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/25/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	33.0%	34.0%	33.0%	40.0%	43.0%	17.0%
All Students at the School	31.0%	34.0%	35.0%	35.0%	49.0%	17.0%
Male	37.0%	31.0%	31.0%	27.0%	51.0%	22.0%
Female	24.0%	37.0%	39.0%	42.0%	46.0%	12.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	54.0%	25.0%	21.0%	33.0%	62.0%	5.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	22.0%	36.0%	42.0%	32.0%	46.0%	22.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	32.0%	34.0%	34.0%	31.0%	52.0%	17.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.1%	35.2%	35.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/25/2016*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

The following areas are part of our WASC self study in regards to parent and community involvement:

A parent newsletter will be mailed home. It will include dates of meetings and opportunities for involvement, and curriculum/program information. We also have a website that is regularly updated in addition to sending out critical information for parents to our e-mail list. Regular opportunities are:

School Site Council.

Back to School Night

Open House

Golden Mustang Awards

Senior Awards Night

Welcome Back Day

Clearance Day

Middletown Sports Boosters

ELAC

### State Priority: Pupil Engagement

*Last updated: 1/25/2016*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

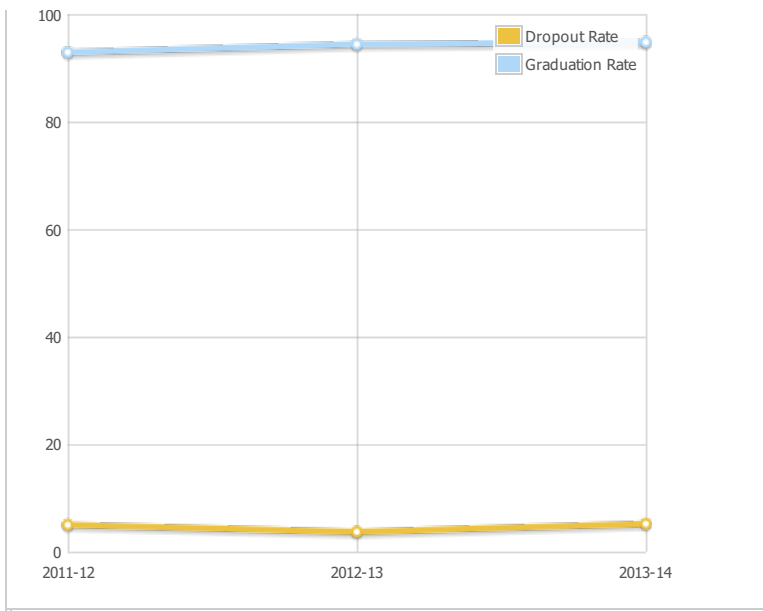
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.0%	3.7%	5.2%	7.8%	6.2%	8.5%	13.1%	11.4%	11.5%
Graduation Rate	92.90	94.40	94.80	89.60	92.30	90.80	78.87	80.44	80.95

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





*Last updated: 1/25/2016*

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	97	105	84
Black or African American	100	100	76
American Indian or Alaska Native	99	100	78
Asian	100	100	92
Filipino	100	100	96
Hispanic or Latino	83	120	81
Native Hawaiian or Pacific Islander	92	0	83
White	105	105	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	100	111	81
English Learners	100	100	50
Students with Disabilities	100	100	61
Foster Youth	--	--	--

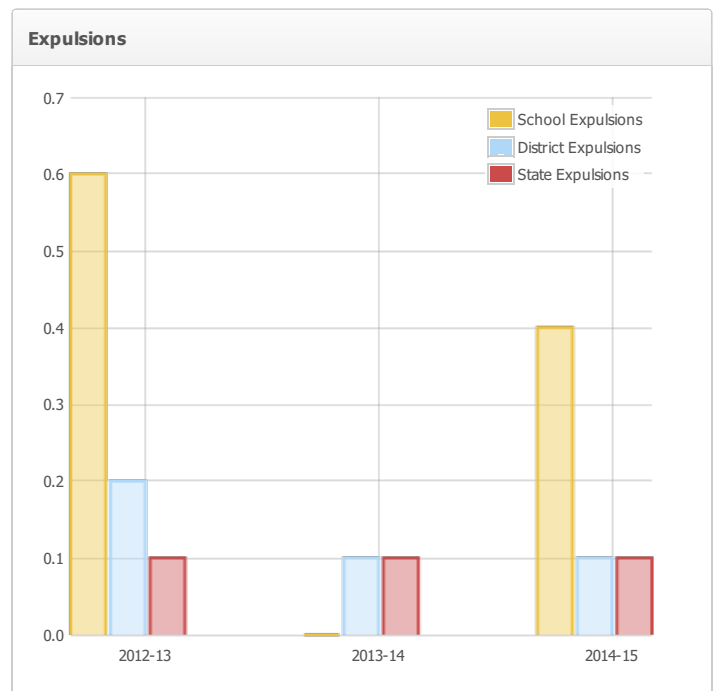
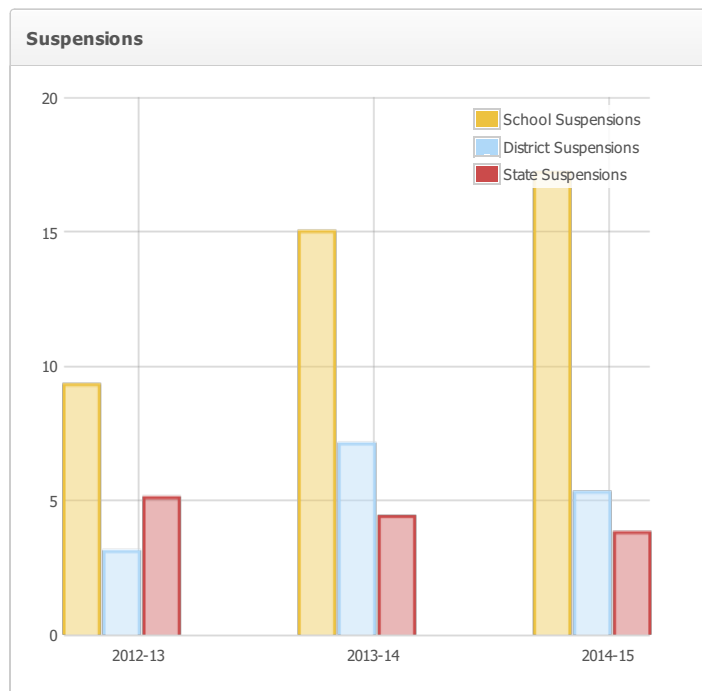
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.3	15.0	17.2	3.1	7.1	5.3	5.1	4.4	3.8
Expulsions	0.6	0.0	0.4	0.2	0.1	0.1	0.1	0.1	0.1



Last updated: 1/25/2016

## School Safety Plan - Most Recent Year

Middletown Middle School has developed a Safe School Plan with collaboration of administration, teachers, support staff, local emergency personnel and local law enforcement. MHS eachers have been trained in "Emergency Response" and many are certified in CPR and First Aid. Teams are continually being developed and trained in emergency preparedness. Students are also trained in emergency procedures at school. Safety drills are held to provide students training and practice in emergency procedures. Emergency Response Training's are conducted every year at each school site and a major training involving Lake County Emergency Response, Fire, Sheriffs and CHP is conducted at school sites on a 3 year rotation. All of the district buses are equipped with full time video cameras to monitor behavior and ensure safety. One security staff member is on duty before school, at lunch and after school to help further ensure the students' safety. The school facility is a Drug Free Zone. Rules are strictly enforced. School science laboratories and vocational shops store chemicals and paint in a safe, secure, and locked manner. Safety procedures are in place to provide a safe environment for students to learn. A copy of the district Emergency Response plan can be accessed at the Middletown Unified District Office. The site emergency response plan is approved each spring by the school site council.

Last updated: 1/25/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	No	No	
Met Graduation Rate	Yes	Yes	

*Last updated: 1/25/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

*Last updated: 1/25/2016*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	14	10	1	17.0	13	11		17.0	15	8	0
Mathematics	14.0	13	4		17.0	11	4		16.0	9	8	0
Science	18.0	7	7		20.0	4	5		18.0	5	5	0
Social Science	13.0	15	3		16.0	7	6		15.0	9	3	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	439.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8824.0	\$1647.0	\$7177.0	\$63373.0
District	N/A	N/A	\$6198.0	\$61815.0
Percent Difference – School Site and District	N/A	N/A	14.0%	2.0%
State	N/A	N/A	\$5348.0	\$59460.0
Percent Difference – School Site and State	N/A	N/A	5398.0%	71529.0%

Note: Cells with N/A values do not require data.

Last updated: 2/11/2016

## Types of Services Funded (Fiscal Year 2014-15)

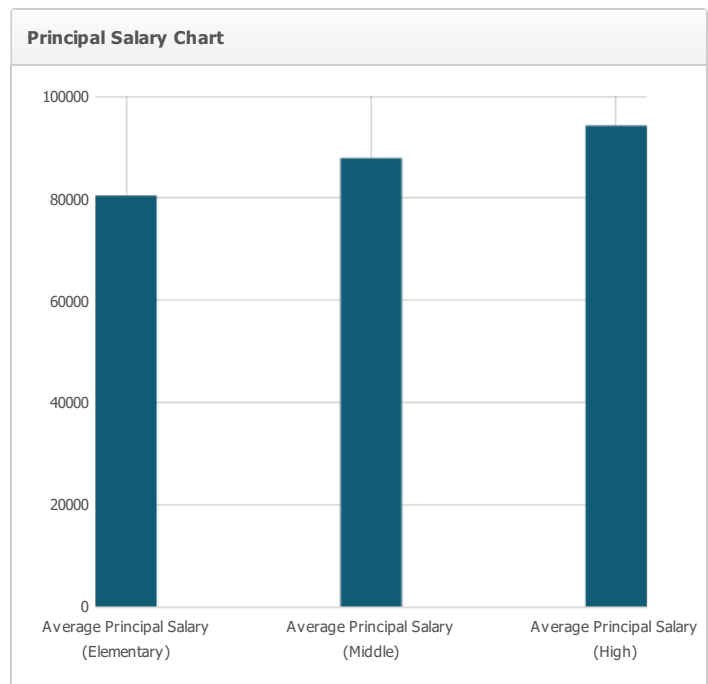
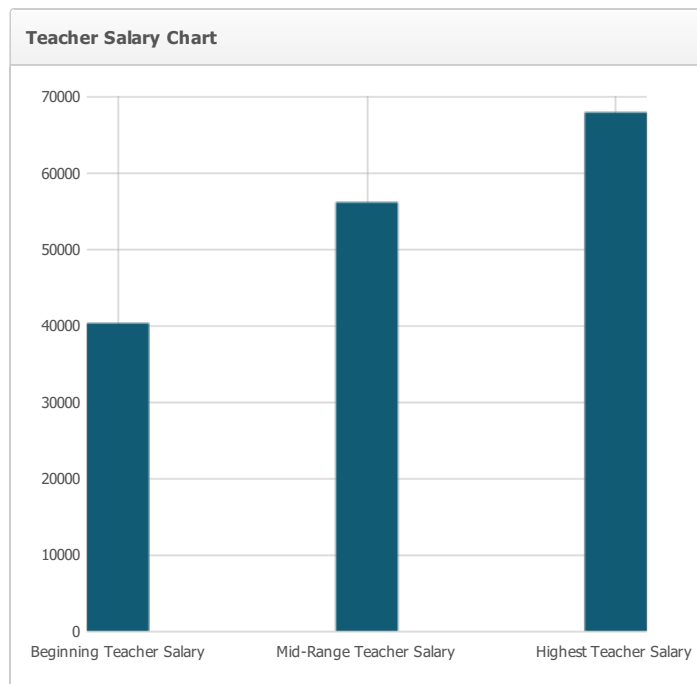
Middletown High School is not in PI status. MHS offers a variety of support tools and classes to our EL student population, as well as our students with special needs to include: ELD Support, World and US History, Civics and Econ, Employment Skills, Independant Living Skills, Tutorial Support, English Language Arts. Our core classes for students with an IEP are taught by credentialed teachers. When at all possible these students are taught in the least restrictive envireoneit with aid support and accomodations.

Last updated: 2/11/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$38,953
Mid-Range Teacher Salary	\$56,106	\$57,103
Highest Teacher Salary	\$67,879	\$74,127
Average Principal Salary (Elementary)	\$80,500	\$90,225
Average Principal Salary (Middle)	\$87,840	\$98,146
Average Principal Salary (High)	\$94,212	\$97,758
Superintendent Salary	\$127,395	\$117,803
Percent of Budget for Teacher Salaries	37.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/11/2016

**Advanced Placement Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	5	9.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 2/11/2016*

**Professional Development – Most Recent Three Years**

Middletown High School, as part of the Middletown Unified School District completes three full days of staff development/implementation each school year as well as eight minimum days for staff development spread out over the course of the year.

Staff development consists of webinars, outside contracted presenters, on staff expert presentation, administrator presentation, and implementation time. In 13/14 we added extra minimum days to work on Common Core training and implementation as a staff.

*Last updated: 2/11/2016*