

Middletown High

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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

20932 Big Canyon Rd.
Middletown, CA 95461-0338

Phone: 707-987-4140
E-mail: bill.roderick@middletownusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	Middletown High
Street	20932 Big Canyon Rd.
City, State, Zip	Middletown, Ca, 95461-0338
Phone Number	707-987-4140
Principal	Bill Roderick, Principal
E-mail Address	bill.roderick@middletownusd.org
Web Site	mhs.middletownusd.org
County-District-School (CDS) Code	17640551736008

District	
District Name	Middletown Unified
Phone Number	(707) 987-4100
Web Site	www.middletownusd.org
Superintendent First Name	Korby
Superintendent Last Name	Olson
E-mail Address	korby.olson@middletownusd.org

Last updated: 1/27/2015

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.

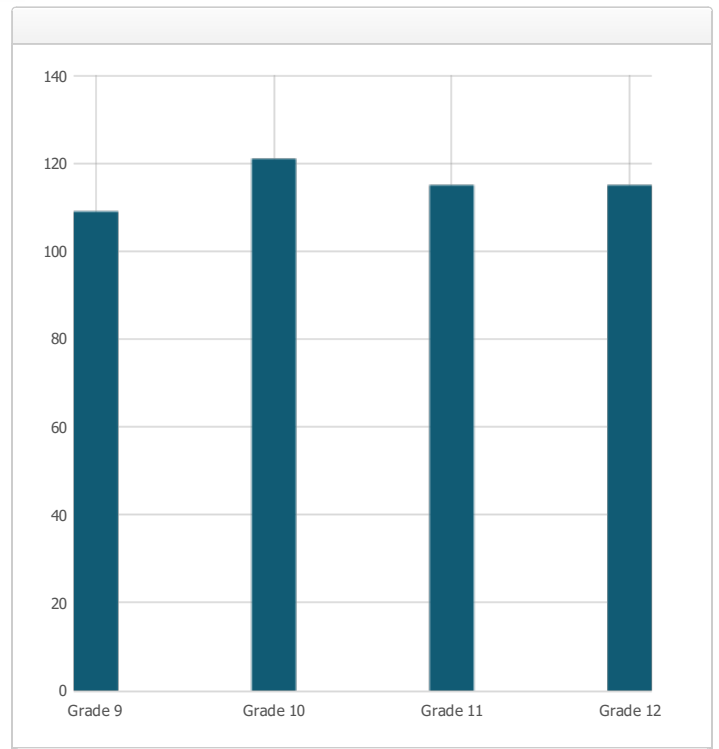
Be aware of the mental, physical, social, and emotional elements of well being:

- Students will active and successful team members and academic and extra curricular activities.
- Students will be respectful and tolerant of individual differences.
- Students will interact and behave in appropriate and acceptable ways.

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

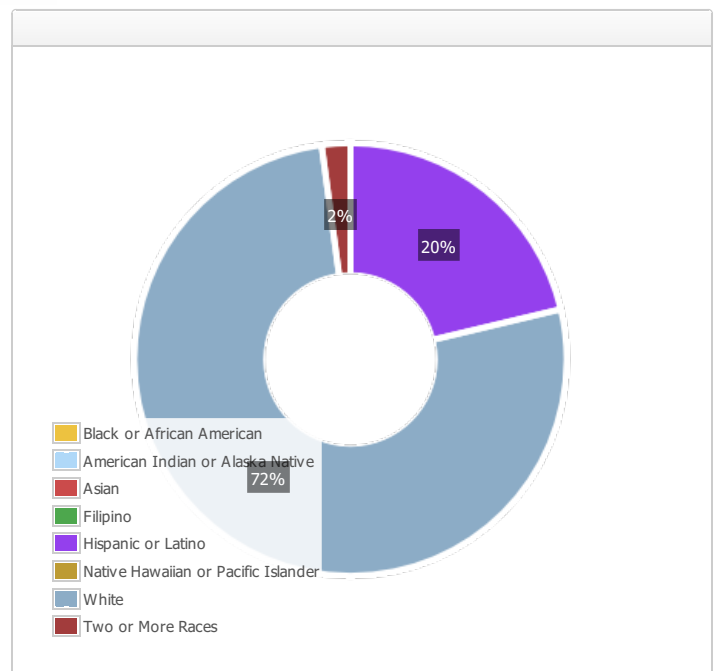
Grade Level	Number of Students
Grade 9	109
Grade 10	121
Grade 11	115
Grade 12	115
Total Enrollment	460



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	0.7
Hispanic or Latino	20.0
Native Hawaiian or Pacific Islander	0.7
White	72.2
Two or More Races	2.8
Socioeconomically Disadvantaged	38.3
English Learners	4.3
Students with Disabilities	8.5



Last updated: 1/27/2015

A. Conditions of Learning

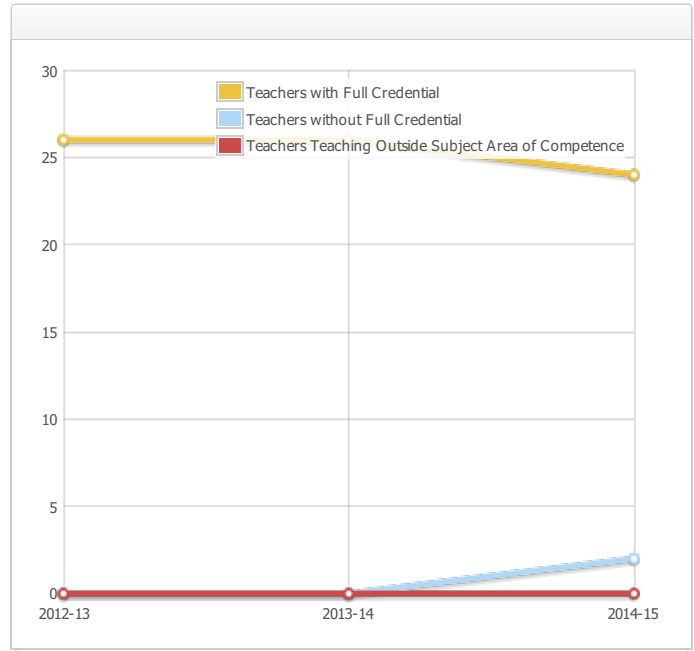
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

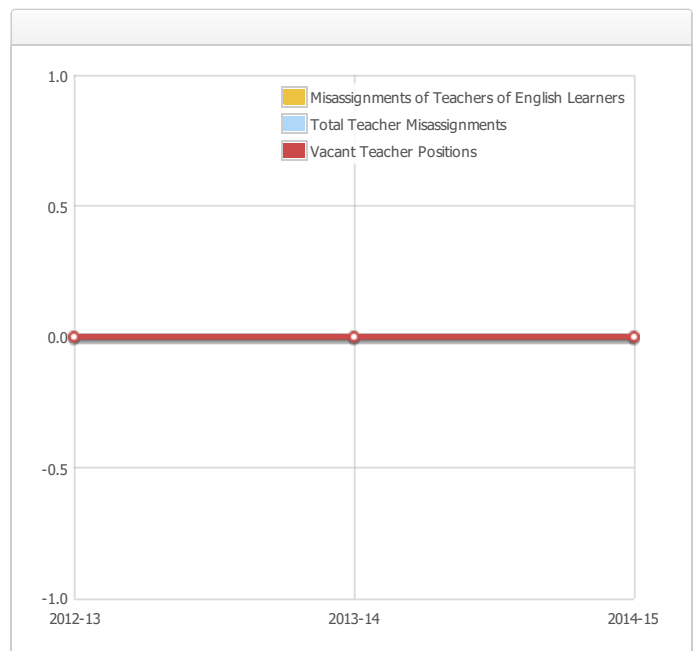
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	26	24	74
Without Full Credential	0	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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: March 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0
Mathematics		Yes	0.0
Science		Yes	0.0
History-Social Science		Yes	0.0
Foreign Language		Yes	0.0
Health		Yes	0.0
Visual and Performing Arts		Yes	0.0
Science Lab Eqpmt(9-12)	This an ongoing as we replace and upgrade every year.	Yes	0.0

Last updated: 1/27/2015

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 do to the nature of the repair. All issues that create a safety concern are immediately addressed to make sure the facility is deemed safe.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 27 needs wall covering and floor covering.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains:	Fair	

Restrooms, Sinks/Fountains		There has not been hot water for showers in the Tallman gymnasium since 2007.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Door handles are deteriorating and the functionality is not consistent, or they need to be replaced outright.

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 1/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56	52	49	65	64	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Students at the School	49
Male	50
Female	48
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	
White	51
Two or More Races	
Socioeconomically Disadvantaged	35
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	61%	56%	63%	58%	59%	61%	54%	56%	55%
Mathematics	11%	14%	14%	44%	47%	48%	49%	50%	50%
History-Social Science	47%	44%	47%	45%	46%	46%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	5	6
Similar Schools	2	1	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-12	-7	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-30	-34	-10
Native Hawaiian or Pacific Islander			
White	-10	1	20
Two or More Races			
Socioeconomically Disadvantaged	-35	-27	55
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

Career Technical Education Programs (School Year 2013-14)

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.

Child Development

Careers with Children, Child Development Practicum, Intro to Psychology

Ag/Vocational Education

Ornamental Horticulture, Vet Medicine, Animal Anat/Phys, Woods, Metals, Ag Mechanics, Advanced Ag Mechanics, Ag Science, Ag Biology, Vitaculture

Last updated: 1/27/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	221
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: 1/27/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	51.5
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	38.5

State Priority: Other Pupil Outcomes

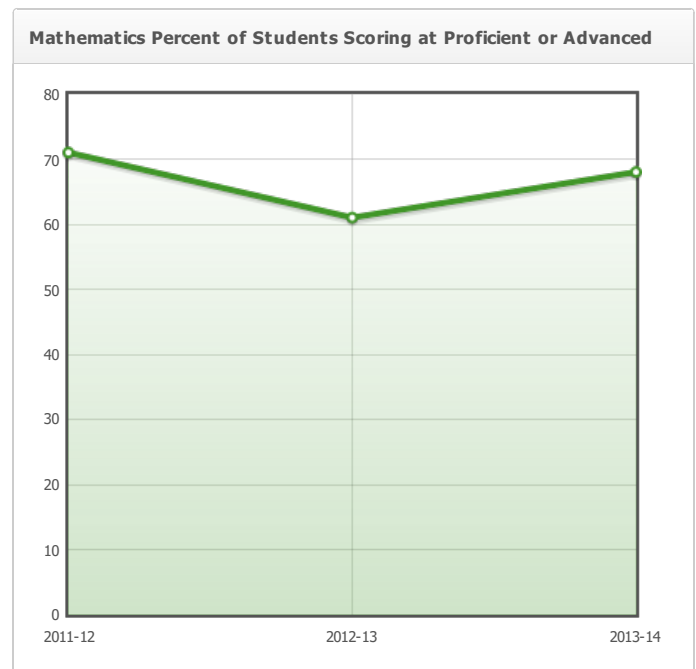
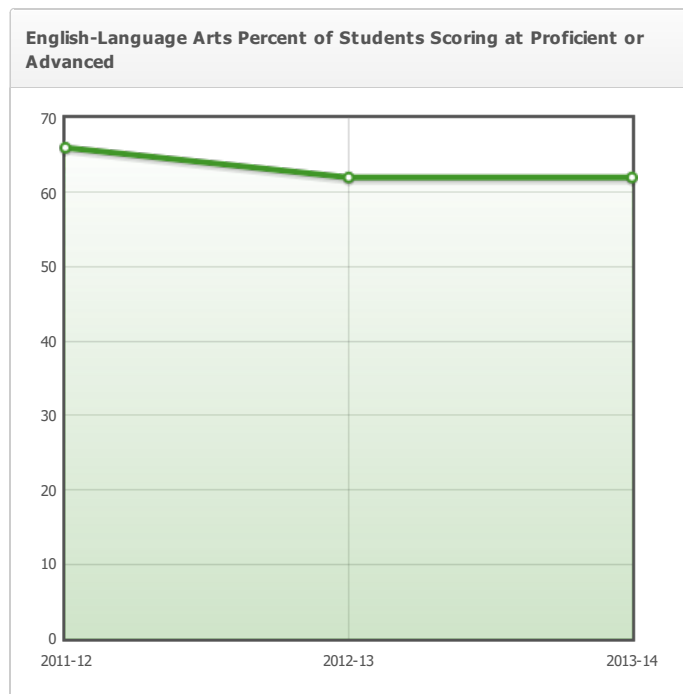
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	66%	62%	62%	65%	61%	62%	56%	57%	56%
Mathematics	71%	61%	68%	68%	60%	65%	58%	60%	62%

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: 1/27/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	38%	26%	35%	35%	41%	25%
All Students at the School	38%	26%	36%	32%	42%	25%
Male	39%	30%	31%	34%	40%	26%
Female	36%	22%	42%	31%	45%	24%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	36%	25%	39%	29%	50%	21%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	36%	27%	36%	31%	40%	29%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	42%	30%	28%	33%	50%	17%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	92%	8%	N/A	91%	9%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	16.0%	26.4%	44.3%

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: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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: 1/27/2015

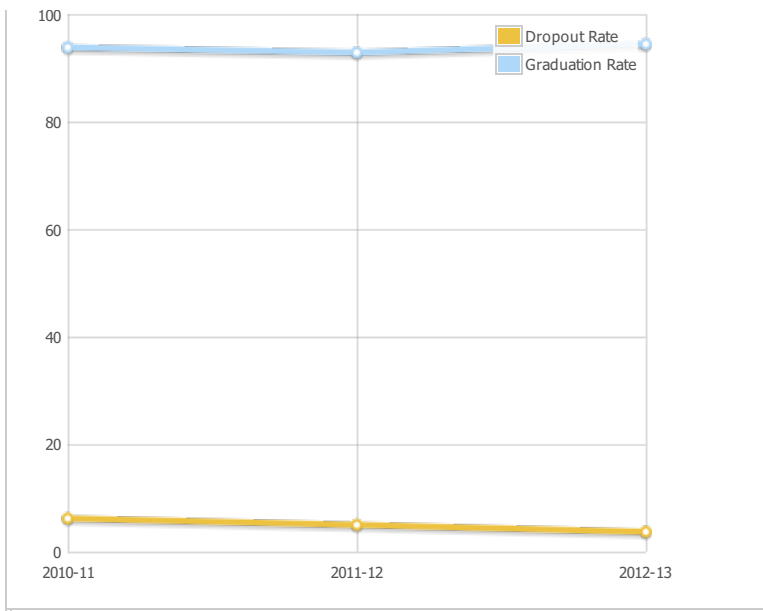
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	6.2	5.0	3.7	11.6	7.8	6.2	14.7	13.1	11.4
Graduation Rate	93.81	92.86	94.44	87.6	89.61	92.31	77.14	78.87	80.44

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



Last updated: 1/27/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	93	100	84
Black or African American			75
American Indian or Alaska Native	50	100	77
Asian	100	100	92
Filipino			92
Hispanic or Latino	100	105	80
Native Hawaiian or Pacific Islander	100	100	84
White	93	100	90
Two or More Races	100	100	89
Socioeconomically Disadvantaged	88	100	82
English Learners	100	100	53
Students with Disabilities	80	84	60

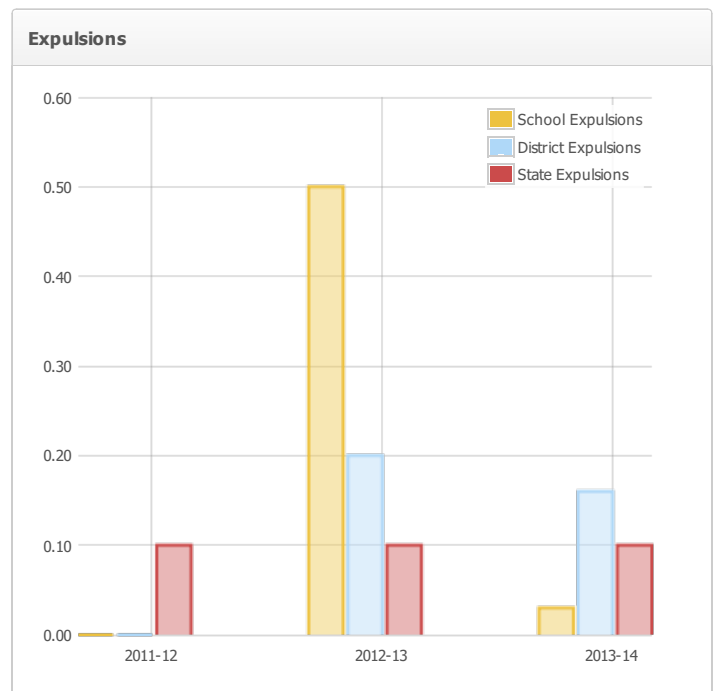
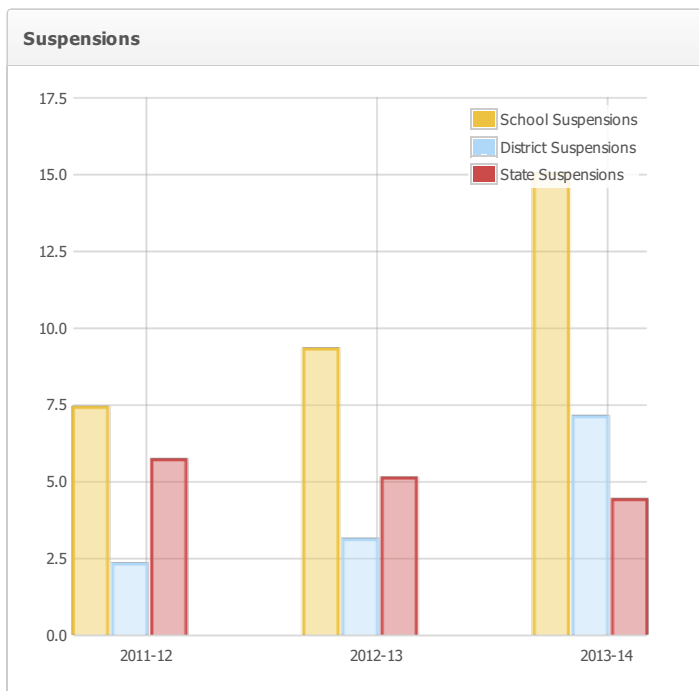
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.40	9.30	15.00	2.30	3.10	7.10	5.70	5.10	4.40
Expulsions	0.00	0.50	0.03	0.00	0.20	0.16	0.10	0.10	0.10



Last updated: 1/29/2015

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. Most teachers 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.

Last updated: 1/27/2015

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 2013-14)

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

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	29.5	2	10	1	19.0	14	11	0	17.0	13	11	
Mathematics	21.5	6	5	0	14.0	13	4		17.0	11	4	
Science	22.1	2	5	0	18.0	7	7		20.0	4	5	
Social Science	21.6	6	5	0	13.0	15	3		16.0	7	6	

* 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: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	460.0
Counselor (Social/Behavioral or Career Development)		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		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	0.3	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: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,517	\$1,277	\$6,240	\$61,770
District	N/A	N/A	\$5,886	\$60,396
Percent Difference – School Site and District	N/A	N/A	6.00%	1.00%
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	25.00%	6.00%

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

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

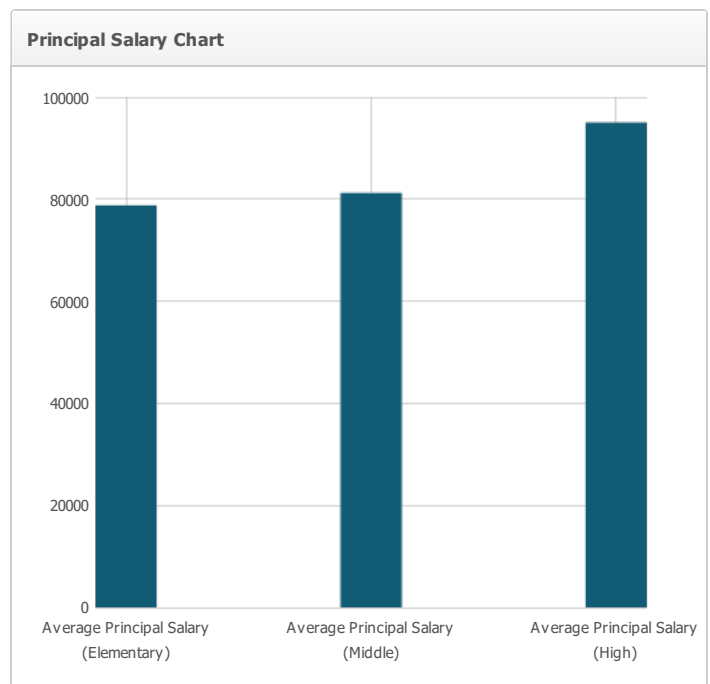
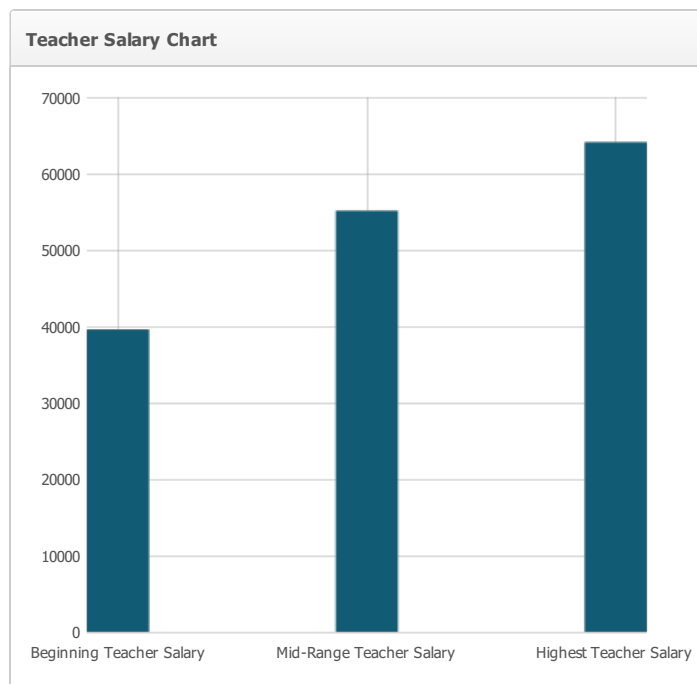
Middletown High School is not in PI status. MHS offers a variety of support tools and classes to our EL student population, as well as our students with special needs to include: ELD Support, RSP World and US History, RSP Civics and Econ, Employment Skills, Independent Living Skills, Tutorial Support.

Last updated: 1/27/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,585	\$38,152
Mid-Range Teacher Salary	\$55,130	\$55,573
Highest Teacher Salary	\$64,108	\$71,908
Average Principal Salary (Elementary)	\$78,786	\$87,660
Average Principal Salary (Middle)	\$81,226	\$92,424
Average Principal Salary (High)	\$95,031	\$93,606
Superintendent Salary	\$119,880	\$116,538
Percent of Budget for Teacher Salaries	40.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	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: 1/27/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	5	3.3

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

*Where there are student course enrollments.

Last updated: 1/27/2015

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 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: 2/24/2015