

DEL MAR MIDDLE SCHOOL



GRADES 6-8

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Christine Carter
Superintendent

Kit Pappenheimer
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

One of three schools within the 112-year-old district, Del Mar Middle School serves Tiburon, Belvedere, and east Corte Madera. Del Mar School provides a common place of gathering for all three communities, reflecting small-town pride, an intense appreciation of, and participation in, our schools, and a tradition of generous support of public education. Del Mar received the California Distinguished School Award in 2003. Del Mar provides a unique educational experience for the early adolescent. We are committed to every child becoming a confident learner and a respectful, responsible citizen by nurturing, teaching, and inspiring each child to thrive in a challenging, dynamic world. We hope to develop in students a great love of learning and confidence in their uniqueness and potential. We involve students in a full range of learning activities to achieve academic excellence, critical thinking skills, and creative, personal and social responsibility.

Mission Statement: Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact their world.

School Safety

As a small district, we collaborate with the county office of education, local law enforcement agencies, and other outside services to provide a variety of programs that create a safe learning environment. Examples of programs in place include:

- Counseling programs
- Character program
- Social learning groups
- Student support groups
- Psychologist and psychologist-intern at all sites
- Parent education programs coordinated through PTAs
- Specific tobacco and alcohol intervention programs
- Staff development training in supporting at-risk youth
- Handbooks with disciplinary policies at all sites

Fire drills are held monthly at Reed and Bel Aire and four times a year at Del Mar. Regular earthquake and intruder-on-campus drills are practiced at each site. The District works closely with the local police and fire department to monitor drills, as well as coordinate communication plans in case of an emergency. The District also periodically practices an all-student emergency release drill.

All schools are equipped with a three-day supply of water and food for emergency purpose.

The District uses the Honeywell Instant Alert system so parents can be instantly notified in an emergency through e-mail, cell phone, or land line at work or at home.

A Disaster Committee, made up of parents and school staff, meets periodically throughout the year to review emergency plans and procedures, as well as to update the safety plan.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2008.

“Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact their world.”



Del Mar Dragons

Reed Union Elementary School District

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Board of Trustees

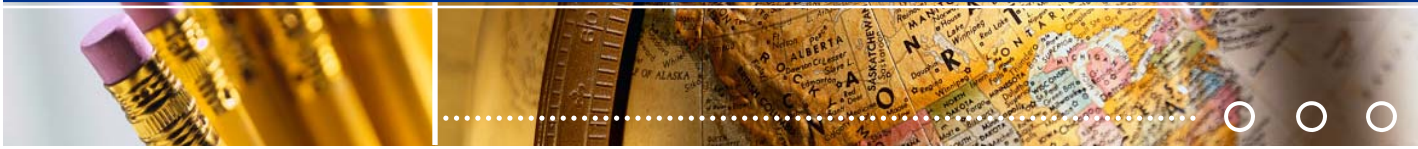
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Ms. Teri Jacks
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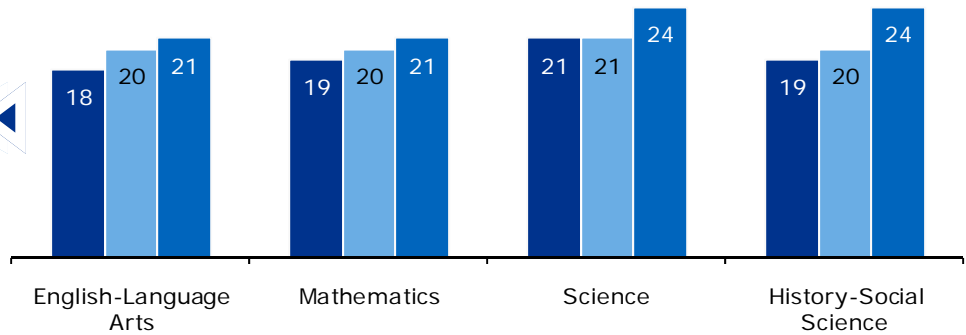
Ms. Vickie Mavromihalis
Trustee



Class Size

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

■ 05-06 □ 06-07 ■ 07-08



Parental Involvement

At the heart of the Del Mar community is the conviction that the responsibility for successful education is shared among families, the school, and the individual children. All parties are actively engaged in the product, and this participation is demonstrated in every area of the school. Family-school partnerships and collaborative decision-making are evident in District government, school site politics, PTA business, classroom activities, and the personal relationships between teachers and families. Parent volunteers headed up our \$38 million Rebuilding Reed School Bond Campaign in 2004, which passed with 74% of the vote!

Back-To-School Night, Steel Band assemblies, music assemblies, Open House, the annual Talent Show, and the annual Spring Play are events that are bursting with attendance by staff and Del Mar families alike. They are well attended because the school community is happy and healthy. Shared decision-making is alive and well, but could not take place without the mutual respect, trust, and honesty we share.

For more information on how to become involved, contact Kit Pappenheimer, Principal, at (415) 435-1468.

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	19	1		12	5		8	11	
Mathematics	14	3		14	3		9	11	
Science	10	5		9	7		5	10	
History-Social Science	13	3		11	5		5	10	

California Physical Fitness Test

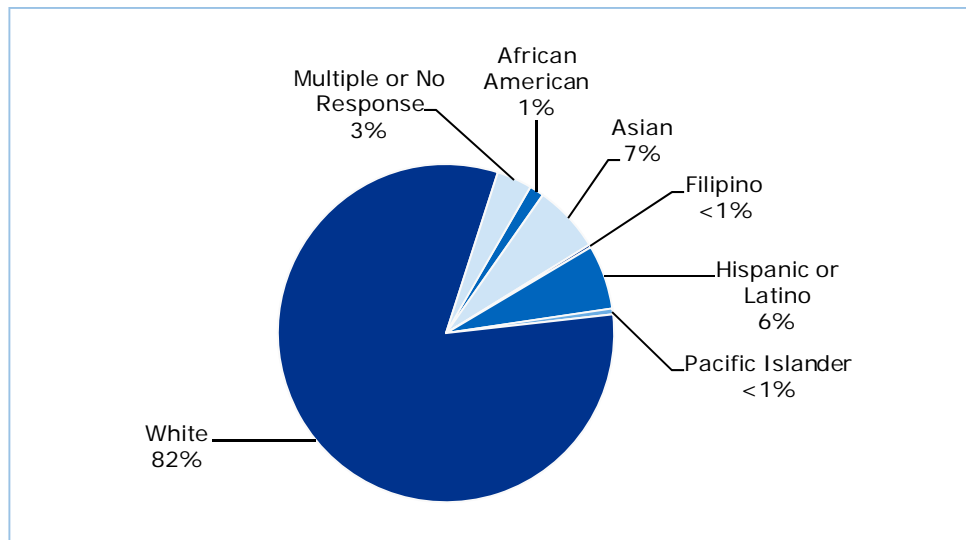
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

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, 67.5% 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/.

Enrollment and Demographics

The total enrollment was 356 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 August 21, 2008, and the inspection form was most recently completed on August 21, 2008.

School Facilities

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

Del Mar Middle School was built in the 1960s. Since 2002, all 18 classrooms, the library, science classrooms, and school offices were modernized.

A cyber lounge was created and a new gym was built. The office building and the library building were connected, creating space for a new, expanded teacher workroom. A learning center was added, as well as a tech office and additional office space. New fields were added in 2007-08. In the summer of 2008 the Quad area was renovated.

The school is in excellent condition and is cleaned daily by a staff of two full-time custodians, who work from 2 P.M. to 10:30 P.M.

Staff supervises students at arrival and departure times, lunch, and recess.

Widely supported by our school community, in 2001 the Reed Union School District successfully passed a \$38 million bond for the renovation, modernization, and expansion of all three school sites (Reed, Bel Aire, and Del Mar Schools). In 2005 a second bond was approved for \$13 million in renovations.

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School Facilities

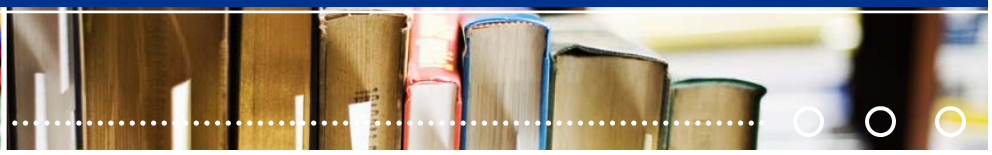
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The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the District budgeted \$50,000 for the Deferred Maintenance Program. This represents 0.34% of the District's general fund budget.

Types of Services Funded

General Fund (State And Federal) and local funding from the PTA and the Foundation for Reed Schools support our comprehensive school programs. These programs include:

- Core subject area instruction
- K-8 art, music, and PE programs
- Foreign language in grades 3-8
- Elementary and middle school drama productions
- Gifted and Talented Education (GATE) in grades 4-8
- 1:1 laptop program in grades 5-8, 2:1 in grades 3 and 4, and technology learning centers in grades K-2
- Learning Centers and Academy
- Reading intervention programs
- Elementary and middle school library programs
- Reduced classes in grades K-8
- Comprehensive professional development for all employees
- Supplementary instructional materials for all students



Textbooks and Instructional Materials

All textbooks are adopted by the Board of Trustees using the State-approved list. The District follows the schedule for adoption of K-8 materials adopted by the State Board of Education.

A committee of teachers and administrators review materials from the State-adopted list at the Marin County Office of Education. Materials to be piloted by classroom teachers are selected and used in the classroom for evaluation purpose. The committee makes a formal recommendation to the Board on which materials to adopt.

The Reed Union School Board of Trustees ensures that all students have access to their own textbooks and instructional materials to use in class and to take home.

All students in Music, Art, and Drama classes have access to the appropriate textbooks and instructional materials. Del Mar Middle School offers the following visual and performing arts classes: Drama, Instrumental Band, Steel Pans, Art, and Choral Music.



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.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Holt (6-8)	2002
Mathematics	McDougal Littell	2001
Science	Prentice Hall (6-8)	2008
History-Social Science	TCI (6-8)	2007

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

Suspension and Expulsion Rates						
	Del Mar MS			Reed Union ESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.028	0.143	0.090	0.014	0.071	0.043
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

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.



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									
	Del Mar MS			Reed Union ESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	87%	84%	89%	87%	87%	87%	42%	43%	46%
Mathematics	80%	82%	82%	85%	87%	87%	40%	40%	43%
Science	84%	77%	88%	81%	81%	91%	35%	38%	46%
History-Social Science	85%	72%	87%	85%	72%	87%	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	87%	84%	87%	92%
Female	92%	80%	88%	81%
Economically Disadvantaged	❖	❖	❖	❖
English Learners	18%	45%	❖	❖
Students with Disabilities	50%	35%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	97%	93%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43%	48%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	93%	84%	94%	92%

❖ 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

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/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Del Mar MS		Reed Union 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.

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/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	10	10	10
Similar Schools API Rank	9	9	8

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	10	-10	22	936
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	6	0	24	952
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

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				
	Reed Union ESD	Del Mar MS		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	80	19	21	25
Without Full Credential	1	4	2	0
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			
	Del Mar 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

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
Del Mar MS	95.3%	4.7%
All Schools in District	94.7%	5.3%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	94.7%	5.3%

◆ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0



"We are committed to every child becoming a confident learner and a respectful, responsible citizen by nurturing, teaching, and inspiring each child to thrive in a challenging, dynamic world."

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) 1.0
- 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 0.7



Professional Development

Teachers and administrators participated in multiple opportunities learning about Professional Learning Communities (PLC) this year. In August, the administrative team and grade level coordinators attended a National PLC conference together in Seattle. In September additional teams of teachers attended a PLC workshop in Riverside. At the county-wide Staff Development Day in January, 100% of staff received training. Over the summer, new staff attended training in Burlingame. In addition, the principals participated in leadership training with other principals in the county on effective strategies to implement a PLC model.

Throughout the year, Thursday faculty meetings were devoted to PLC work. Essential Learnings in Language Arts K-5 and in core subjects 6-8 have been developed. A plan to create common assessments has been created.

Technology/Data Director

Lead teachers, tech facilitators, and administration have participated in Data Director training this year. Teachers have started creating some common assessments using the item bank on Data Director.

For the previous three school years, we had five days each year dedicated to staff and professional development.

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 February 2009.

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		
	Del Mar MS	Reed Union 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	Reed Union ESD	Similar Sized District
Beginning Teacher Salary	\$45,659	\$39,773
Mid-Range Teacher Salary	\$71,255	\$61,167
Highest Teacher Salary	\$85,166	\$78,093
Average Principal Salary (Elementary School)	\$118,177	\$97,851
Average Principal Salary (Middle School)	\$122,599	\$102,064
Superintendent Salary	\$205,235	\$140,582
% of Budget for Teacher Salaries	40.5%	41.0%
% of Budget for Administrative Salaries	6.6%	5.9%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Del Mar MS	\$8,693	\$1,602	\$7,091	\$73,719
Reed Union ESD			\$8,552	\$72,131
California			\$5,300	\$61,488
% Difference Between School and District			-20.6%	2.2%
% Difference Between School and California			25.3%	16.6%