

Huntington Middle School

2004–2005 Local School Accountability Report
1700 Huntington Drive, San Marino, California 91108-2294



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Mission

Huntington Middle School will “create and maintain a nurturing learning environment that fosters in students the ability to make choices based on well reasoned-strategies; to inspire a life of integrity, with concern for others; to adapt to changing circumstances and environments; to gain an appreciation for learning as a lifelong process; and to gain the skills and knowledge necessary for a diverse, ever changing world.”

A Summary of Program Offerings

Huntington Middle School enjoys a national reputation for academic excellence. After a rigorous process to validate high quality teaching and learning, a positive school climate, and exemplary parent and community involvement, Huntington has been recognized as a California Distinguished School and a National Blue Ribbon School.

With 775 students, Huntington maintains a program that is closely matched with the developmental needs of early adolescents. Caring teachers provide personalized service with high expectations in academic subjects.

Students begin their day with homeroom activities. This time includes Sustained Silent Reading Program that educational research has shown to be effective in raising students’ fluency and reading comprehension.

The remainder of students’ days consists of a strong core curriculum that includes: English, math, history, social studies, science, and physical education. Classes focus on interdisciplinary instruction. In addition, students have an opportunity to take a wide variety of exploratory classes in technology, visual and performing arts, language arts, and foreign language.

All students have equal access to core coursework and co-curricular activities. Those with special needs (English learners, gifted/talented, and learning disabled) receive support both in the mainstream and special programs designed to access their individual learning needs.



Student Population

| Grade | Enrollment | Asian | African American | Hispanic | White | Other |
|---------|------------|-------|------------------|----------|-------|-------|
| 6 | 260 | 178 | 1 | 10 | 69 | 2 |
| 7 | 251 | 171 | 1 | 11 | 67 | 1 |
| 8 | 264 | 170 | 0 | 4 | 89 | 1 |
| Total | 775 | 519 | 2 | 25 | 225 | 4 |
| Percent | 100 | 67 | .3 | 3.2 | 29 | .5 |

The number of students in each grade level as reported by the 2004 California Basic Educational Data System (CBEDS)

Safety and Climate for Learning

On the whole, the students are academically focused and thus, there are very few discipline problems.

Faculty and support-staff take pride in open, honest relationships that promote a safe school environment for students. Administrators, a counselor, a psychologist, teachers, and support staff members play an active role in establishing and maintaining personalized relationships with students; the best preventative medicine for a safe school campus.

On the 2004 Healthy Kids Survey, 2% of seventh graders perceived school to be an unsafe environment. On the same measure 93% of the seventh graders reported a high or moderate range in perceptions of their overall degree to which students feel connected to the school.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was most recently addressed on April 22, 2004. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4 Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Standardized Testing and Reporting (STAR)

California Standards Tests

These charts represent the percent of students achieving at a level of “proficient” or higher on the California Standards Tests (CST). Scores for all students, as well as results for significant subgroups are reported.

| Subject | Huntington/SMUSD All Students | | | California All Students | | |
|------------------------|----------------------------------|------|------|----------------------------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| Spring CST Year | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| English/Language Arts | 78 | 80 | 85 | 32 | 35 | 36 |
| Mathematics | 86 | 88 | 90 | 31 | 35 | 34 |
| Science | Not Available | | | 30 | 27 | 25 |
| History/Social Studies | 58 | 66 | 69 | 28 | 28 | 29 |

| Subject | Huntington Middle School /SMUSD White (29% of students) | HUNTINGTON MIDDLE SCHOOL/SMUSD Asian (67% of students) |
|------------------------|--|--|
| | 2004 | 2004 |
| Spring CST Year | 2004 | 2004 |
| English/Language Arts | 83 | 87 |
| Mathematics | 84 | 94 |
| Science | Not Available | Not Available |
| History/Social Studies | 59 | 72 |

| Spring CST Year | Males | Females | English Learner | Learning Disabled | |
|------------------------|---------------|---------|-----------------|-------------------|--------------|
| | | | | Disabled | Not Disabled |
| English/Language Arts | 83 | 87 | 28 | 31 | 90 |
| Mathematics | | | | 49 | 93 |
| Science | Not Available | | | | |
| History/Social Studies | 67 | 67 | 36 | 15 | 71 |

National Norm Referenced Test

“Huntington Middle School Students consistently score significantly above California students as a whole.”

This data is reported as the percent of students scoring above the 50th percentile on the California Assessment Test, Sixth Edition.

| Subject | Huntington Middle School/SMUSD All Students | | | California All Students | | |
|--------------------|--|------|------|----------------------------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| Spring of the Year | | | | | | |
| Reading | Not Available | 83 | 84 | Not Available | 43 | 43 |
| Mathematics | | 94 | 92 | | 50 | 51 |

“The teachers administer benchmark assessments to measure progress on locally adopted standards.”

| Subject | Huntington /SMUSD Asian | California White |
|--------------------|----------------------------|---------------------|
| Spring of the Year | 2004 | |
| Reading | 83 | 86 |
| Mathematics | 89 | 95 |

| Subject | Males | Females | English Learners | Learning Disabled | |
|-----------------------|-------------|---------|------------------|-------------------|--------------|
| | | | | Disabled | Not Disabled |
| Spring of the Year | 2004 | | | | |
| English/Language Arts | 80 | 88 | 22 | 26 | 89 |
| Mathematics | 92 | 92 | 64 | 57 | 95 |

* There are less than 10 Economically Disadvantaged students.

Local Assessments

In each core content area, teachers administer course benchmark assessments to measure whether or not students meet or exceed academic performance standards. Students receive results as the measures are administered. Summary reporting systems are in progress. For more information contact the principal at (626) 299-7060.

Academic Performance Index

The Academic Performance Index, or API is a scale from 200 to 1000 points that annually measures the academic performance and progress of individual schools in California. Huntington Middle School has consistently scored above the state's annual target of 800. Although Huntington qualifies for the API Awards Programs, the California legislature has not allocated funds.

| API Base Score | | | | API Growth Scores | | | |
|--|------|------|------|-------------------|-------------------|-------------------|-------------------|
| Academic Performance Index reported for All Students | | | | | | | |
| Base Year | 2001 | 2002 | 2003 | Comparison Years | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| Percent Tested | 100 | 100 | 100 | Percent Tested | 100 | 100 | 100 |
| API Base Score | 910 | 907 | 926 | API Growth Score | 918 | 915 | 940 |
| Growth Target | A | A | A | Actual Growth | +8 | +8 | +14 |
| Statewide Decile Rank | 10 | 10 | 10 | | | | |
| Similar Schools Rank | 10 | 10 | 10 | | | | |

Huntington Middle School is ranked first in academic achievement among Los Angeles County and fifth in California when compared to other comprehensive middle schools.

| API Base Scores | | | | API Growth Scores | | | |
|--|------|------|------|-------------------|-------------------|-------------------|-------------------|
| Academic Performance Index reported by Significant Subgroups | | | | | | | |
| Base Year | 2001 | 2002 | 2003 | Comparison Years | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| Asian | | | | | | | |
| API Base Score | 926 | 925 | 943 | API Growth Score | 933 | 931 | 961 |
| Growth Target | A | A | A | Actual Growth | +7 | +6 | +18 |
| White | | | | | | | |
| API Base Score | 885 | 881 | 905 | API Growth Score | 895 | 896 | 917 |
| Growth Target | A | A | A | Actual Growth | 10 | 15 | 12 |

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

Annual Yearly Progress

Huntington met Yearly Progress requirements for NCLB.

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. Huntington met the following federal criteria for all students, as well as for all significant subgroups and thus, was not named for any state or federal intervention programs.

- A gradually increasing percent of students who score proficient or above on California Standards meet uniform objectives set by the federal government.
- 95% participation rate in standardized testing
- Growth in four-year high school graduation rate
- Growth in Academic Performance Index

| English/ Language Arts | | | | |
|------------------------|--|--|--|--|
| | Federal Requirement for 2003 | Huntington Were the federal requirements met? | Federal Requirement for 2004 | Huntington Were the federal requirements met? |
| All Students | 95% participation on tests with 12% or more of those students scoring at/above proficient. | Yes | 95% participation on tests with 12% or more of those students scoring at/above proficient. | Yes |
| Asian | | Yes | | Yes |
| White | | Yes | | Yes |

| Mathematics | | | | |
|--------------|--|--|--|--|
| | Federal Requirements for 2003 | Huntington Were the federal requirements met? | Federal Requirements for 2004 | Huntington Were the federal requirements met? |
| All Students | 95% participation on tests with 12.8% or more of those students scoring at/above proficient. | Yes | 95% participation on tests with 12.8% or more of those students scoring at/above proficient. | Yes |
| Asian | | Yes | | Yes |
| White | | Yes | | Yes |

Instructional Minutes

| Schedule Options | | | |
|-----------------------------|---|----------------------|-----------------|
| Regular Schedule | | 8:00 AM 2:50 PM | 350 minutes |
| Minimum Day Schedule | | 8:30 AM 12:30 PM | 240 minutes |
| 169 Student Attendance Days | x | 350 minutes | = 59,150 |
| 11 Minimum Days | x | 210 minutes | = 2,310 |
| 180 Total Days | | Total Minutes | = 61,460 |

Minimum Required Number of Minutes = 54,000

Texts and other Instructional Materials

Students enjoy quality texts, supplementary materials, and other instructional resources that compliment the standards based instruction. Every student has access to textbooks, including English as a Second Language Learners and other students with special needs.

The Board of Education has certified sufficient textbooks that are purchased in compliance with Education Code 60119 and Section 6042.5 on August 24, 2004.

Class Size

| | | English | Mathematics | Science | Social Studies |
|---------------------------|-------|-------------|-------------|-------------|----------------|
| 2002 | | | | | |
| Average Class Size | | 26.1 | 30.3 | 28.3 | 29.0 |
| Numbers of Classrooms | 1-22 | 6 | 2 | 1 | 1 |
| | 23-32 | 31 | 16 | 28 | 25 |
| | 33 + | 2 | 10 | 0 | 3 |
| 2003 | | | | | |
| Average Class Size | | 24.6 | 28.7 | 28.3 | 28.5 |
| Numbers of Classrooms | 1-22 | 12 | 3 | 1 | 3 |
| | 23-32 | 26 | 19 | 26 | 20 |
| | 33+ | 0 | 6 | 1 | 5 |
| 2004 | | | | | |
| Average Class Size | | 25.8 | 29.3 | 29.4 | 28.0 |
| Numbers of Classrooms | 1-22 | 7 | 2 | 2 | 2 |
| | 23-32 | 25 | 17 | 22 | 24 |
| | 33+ | 1 | 7 | 2 | 1 |

Counseling Support Services

The personal touch is an important ingredient for the long-range success of young people. Huntington Middle School has one counselor who serves 775 students. The Counselor supports students in achieving challenging academic and personal goals, and assists in academic, social, and personal problem solving.

A part-time school psychologist is on site to support students as they cope with learning and/or emotional concerns.

The Assistant Principal leads a team approach to addressing attendance and discipline issues.

Suspensions and Expulsions

A safe school environment is a given at Huntington Middle School. Students on the whole are highly academically focused with few discipline problems. Suspensions or expulsions are rare.

| School/District | 2001-2002 | | 2002-2003 | | 2003-2004 | |
|-----------------|-----------|------|-----------|------|-----------|------|
| | Number | Rate | Number | Rate | Number | Rate |
| Suspensions | 6 | .7% | 31 | 3.5% | 30 | 3.8% |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

Teacher Credentials

| Teachers | 2002 | 2003 | 2004 |
|---|------|------|------|
| Teachers with full credentials in the subject area taught | 34 | 33 | 33 |
| Teachers assigned outside of subject area taught | 0 | 0 | 0 |
| Teachers in Alternative Routes to Certification | 0 | 0 | 0 |
| Teachers with Emergency Permits | 3 | 4 | 2 |
| Teachers with Waivers | 0 | 0 | 0 |
| Total number of teachers | 37 | 37 | 35 |

Teacher Academic Preparation

| | Huntington | SMUSD |
|------------------------------------|------------|-------|
| Doctorate | 5.7% | 3.2% |
| Master's + 30 units | 11.4% | 19.1% |
| Master's Degree | 22.9% | 17.8% |
| Bachelor's Degree + 30 units | 42.9% | 44.6% |
| Bachelor's Degree | 17.1% | 15.3% |
| Yet to achieve a Bachelor's Degree | 0 | 0 |

NCLB "Subject Matter" Certification Compliance Status

| | Grade 6 | Grade 7&8 |
|---|--------------|-----------|
| Number of core academic subject classes taught in October 2003 | 36 | 101 |
| Number of these core classes taught by teachers who are compliant with NCLB requirements for content knowledge. | 26 | 37 |
| Baseline: Percentage of core academic subject classes taught by compliant teachers | 46% | |
| Annual Measurable Objective (AMO) for 2004 | 18% increase | |

Certification to Teach English Learners

| Certified SDAIE or CLAD | Completed requirements | Training or Test is in progress | Yet to begin certification |
|-------------------------|------------------------|---------------------------------|----------------------------|
| 27 | 2 | 3 | 1 |

Teacher Evaluation

Just as students receive feedback on performance, teachers are observed and coached in a process to promote professional improvement. Probationary teachers are assessed annually and tenured teachers are evaluated every other year based on the California Standards for the Teaching Profession.

1. Engaging and supporting all students in learning,
2. Creating and maintaining effective environments for student learning,
3. Understanding and organizing subject matter for student learning,
4. Planning instruction and designing learning experiences for all students,
5. Assessing student learning, and
6. Developing as a professional educator.

When a teacher with ten or more years of successful experience has met the criteria for NCLB compliance in subject matter knowledge, he/she may mutually agree with the supervising administrator to be placed on an alternative evaluation timeline for the evaluation process. This timeline may revert to every other year by the request of either the principal or the teacher at any time.

Professional Development

Professional development is research-based, founded on student needs as matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

The emphasis for the 2004-2005 school year is twofold: (1) the continued revision and effective use of benchmark assessments to measure student mastery of the California/San Marino standards; and (2) the continued program to improve students' writing skills in the content areas. Three Professional Development Days are used to address the above goals and other instructional issues as determined by the school site leadership team, consisting of teachers and the principal.

New Teachers have the opportunity to participate in the SB2042 Induction Program, Beginning Teacher Support and Assessment (BTSA) and the Peer Assistance and Review (PAR) Program.

Teachers participate in workshops, conferences, and faculty meetings, and individualized programs as appropriate to teacher needs.

Opportunities for Parent Involvement

The Huntington PTA plays a key role in leadership and day-to-day work that supports excellence in classrooms, co-curricular and extra-curricular events. The PTA keeps abreast of the needs of the school, staff, and most of all, the students and stands ready to address needs. Just a few examples of PTA services include monthly newsletters for all parents, special events, athletics, visual and performing arts, and fundraising. In every aspect of school life there are dedicated, supportive parents eager to assist the staff in creating the best possible educational program for students.

Every parent is strongly encouraged to become actively involved in the program in ways that suit his/her schedule! For more information, call (626) 299-7060 and ask for the School Secretary, Carolyn Desjardins.

In turn, leadership and teamwork are nurtured among teachers, parents, and students. A system for staff, community, and parent input and shared decision-making is employed.

HUNTINGTON PTA President
Kathy Kellogg
klkandegk@aol.com

Membership
Susan Cornwall
cornwall100@yahoo.com

Department Chairs lead instructional collaboration among teachers and provide input into the Site Leadership Team. Sensitive to staff input, decisions are very often made by consensus.

Students are often vital players as members of many advisory groups. Their voices are of utmost importance and strongly valued. Leadership and teamwork are a given in this tightly knit school family.

School Leadership

The School Site Council (SSC) is an elected body consisting of parents, teachers, administrators, support staff, and students. The forum serves as the foundation for planning, evaluation, and decision-making at Huntington.

The site enjoys strong instructional leadership that is shared among administrators and teachers. For example, the Department Chairs and the Principal form an effective Leadership Team that is intricately involved in every aspect of the instructional and co-curricular programs. Principal McGuigan is highly experienced, having served as a school administrator for thirteen years, and principal of Huntington for nine.

In turn, leadership and teamwork are nurtured among teachers, parents, and students. A system for staff, community, and parent input and shared decision-making is employed.

Department Chairs lead instructional collaboration among teachers and provide input into the Site Leadership Team. Sensitive to staff input, decisions are very often made by consensus.

Students are often vital players as members of many advisory groups. Their voices are of utmost importance and strongly valued.

Leadership and teamwork are a given in this tightly knit school family.

Leadership Team

Principal
Gary McGuigan, Ed.D.

Assistant Principal
Dave Murray

Counseling
Betty Bjerrum

Department Chairs

English
Robbin Nordsten

English Learners
Cindie Zumberge

Science
Marylyn Endert

History-Social Science
Cindy Maines

Mathematics
Liz Thor

Special Needs
Susan Jones

Music
Bill McDaniel

Technology
John Gulick

Physical Education
Andy Steben

Arts and Electives
Karen Tezak

Facilities

10.2 million dollars bond funds that have been spent on new construction and renovation that is still currently in progress at Huntington. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction.

The Huntington School facilities are well maintained in a manner that is clean, safe, and functional.

Technology

Students have access to the latest computer technologies and Internet access in all its classrooms and labs. The use of technology tools is integrated throughout the curriculum as it is applied to the appropriate task. Students learn research, information processing, communication, presentation, and other technology applications.



There are over 250 networked computers that are centrally administered to provide managed access of teacher and student work. Every English and Science classroom has 5 to 10 computers for students to perform classroom related assignments. Huntington also has two state-of-the-art computer labs with 35 computers each. The labs enable students to learn a variety of applied technology skills, such as music composition, video editing and presentation development. Furthermore, a mobile lab can easily deploy 32 wireless laptops with the latest software applications. The school also shares 4 state-of-the-art color printers, 13 LCD projectors, and 7 scanners.

A dedicated full-time technology services technician is available to Huntington Middle School staff and students to assist them in the area of technology use.

Teacher Salaries (FY: Required Reporting Period 2002-2003)

| Category | District Amount | Los Angeles County Average | State Average for Districts in the same category |
|--|-----------------|----------------------------|--|
| Beginning Teacher Salary | \$34,729 | | 34,793 |
| Mid Range Teacher Salary | 51,368 | | 52,959 |
| Highest Teacher Salary | 69,000 | | 67,258 |
| Average Principal Salary (elementary) | 86,256 | | 81,685 |
| Average Principal Salary (Middle) | 91,810 | | 84,552 |
| Average Principal Salary (High) | 101,141 | | 90,405 |
| Superintendent Salary | 121,000 | | 115,648 |
| Percent of Budget for Teacher Salaries | 39.9 | | 40.6 |
| Percent of Budget for Administrator Salaries | 6.3 | | 5.9 |

Per Student Expenditures (FY: Required Reporting Period 2002-2003)

| District | District | State Average in same category | State Average in all Districts |
|---------------|---------------------|--------------------------------|--------------------------------|
| Total Dollars | Dollars per Student | Dollars per Student | Dollars per Student |
| \$21,387,356 | \$6,742 | \$6,882 | \$6,822 |

Types of Services Funded (FY: Required Reporting Period 2002-2003)

| Summary of Revenue | | Summary of Expenditures | |
|----------------------------|--------------|----------------------------------|------------|
| Revenue Limit | \$14,718,651 | Certificated Salaries | 10,498,393 |
| Federal Revenue | 367,928 | Classified Salaries | 3,758,068 |
| <i>Other State Revenue</i> | | Employee Benefits | 4,125,603 |
| Lottery | 412,035 | Books and Supplies | 844,731 |
| Other | 3,348,607 | Operating Services | 1,886,304 |
| <i>Local Revenue</i> | | Equipment | 4,250 |
| Parcel Tax | 1,001,000 | Indirect Support | (29,8 22) |
| Rents and Leases | 308,000 | Other Outgo | 193,000 |
| Interest | 105,456 | Other Uses | 107,000 |
| Schools Foundation | 550,000 | | |
| Other Local Revenue | 512,476 | | |
| Total Revenue | 21,324,153 | Total Expenditures and Transfers | 21,387,527 |

California Physical Fitness Test

The percent of students in the “healthy fitness zone” on all six fitness standards

| Grade | Huntington Middle/SMUSD | | | State | | |
|-------|-------------------------|------|--------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| 7 | 30.7 | 32.5 | 28.9 | 29.1 | 31.3 | 27.0 |



SARC Contacts

Site Contact

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District Contact

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We're on the Web! www.san-marino.k12.ca.us