

Huntington Middle School

2009-2010 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 (1992, 1994, 2005, and 2009) and a National Blue Ribbon School (1995).

With 788 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 address their individual learning needs.



Student Population 2008-2009

Grade	Enrollment	Asian	African American	Hispanic	White	Other
6	278	151	3	19	102	0
7	248	141	1	18	85	3
8	262	155	2	10	93	2
Total	788	447	6	47	280	5
Percent	100%	56.7%	<1%	5.9%	35.5%	<1%

The number of students in each grade level as reported by POWERSCHOOL (9/28/09)

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, counselors, 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 2008 Healthy Kids Survey, seventh graders perception of the safety of their environment topped all state and national averages by substantial margins. On the same survey twice as many of our seventh graders reported a high level of connectedness to our school when compared to the state average.

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 February 19, 2009. 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		
	2007	2008	2009	2007	2008	2009
Spring CST Year						
English/Language Arts	88	92	93	43	47	52.4
Mathematics	90	92	91.8	40	40	54.5

Subject	Huntington Middle School /SMUSD White (36% of students)	Huntington Middle School /SMUSD Asian (57% of students)
	Spring 2009 CST Year	2009
English/Language Arts	90.6	95.7
Mathematics	87.1	97.5
Science (Gr.8)	93	97
History/Social Studies (Gr.8)	89	88

Spring 2009 CST Year	Males	Females	English Learner	Learning Disabled
English/Language Arts	92.3	92.6	39	55
Mathematics	93.2	90.5	82	59
Science (Gr.8)	91	89	*	48
History/Social Studies (Gr.8)	92	88	*	59

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

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 and parents are notified of student progress towards standards quarterly. Summary reporting systems are in progress. For more information, contact the principal at (626) 299-7060.

California Physical Fitness Test 2009

Data reported are the percent of 255 grade 7 students meeting fitness standards scoring in the healthy fitness zone on all six fitness standards.

Tasks	% Scoring in the "Healthy Fitness Zone" on Assessed Tasks					
	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extensor Strength	Upper Body Strength	Flexibility
% in the Healthy Fitness Zone (HFZ)	89.8	82.4	99.6	95.3	76.5	82.7
% of Students in the "Healthy Fitness Zone" (HFZ) on Tasks						
6 of 6 Tasks	51.8					
5 of 6 Tasks	31.4					
4 of 6 Tasks	10.6					
3 of 6 Tasks	3.9					
2 of 6 Tasks	2.4					
1 of 6 Tasks	0.0					
0 of 6 Tasks	0.0					

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	2006	2007	2008	Comparison Years	From 2006 to 2007	From 2007 to 2008	From 2008 to 2009
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	956	956	959	API Growth Score	956	961	969
Growth Target	A	A	A	Actual Growth	0	+5	+10
Statewide Deciles 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	2006	2007	2008	Comparison Years	From 2006 to 2007	From 2007 to 2008	From 2008 to 2009
Asian							
API Base Score	972	973	978	API Growth Score	973	981	991
Growth Target	A	A	A	Actual Growth	+1	+8	+13
White							
API Base Score	939	943	940	API Growth Score	943	940	944
Growth Target	A	A	A	Actual Growth	+4	-3	+4

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

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.

Huntington met
Yearly Progress
requirements for
NCLB.

- 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 2008	Huntington Were the federal requirements met for 2008?	Federal Requirement for 2009	Huntington Were the federal requirements met for 2009?
All Students	95% participation on tests with 35.2% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 46% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

Mathematics				
	Federal Requirements for 2008	Huntington Were the federal requirements met for 2008?	Federal Requirements for 2009	Huntington Were the federal requirements met for 2009?
All Students	95% participation on tests with 37% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 47.5% 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

In September, 2008, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119 and 60442. For a complete accounting of texts see

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Class Size

		English	Mathematics	Science	Social Studies
2007-2008					
Average Class Size		23.4	27.6	27.1	27.1
Numbers of Classrooms	1-22	14	5	3	3
	23-32	21	17	21	20
	33+	0	8	3	6
2008-2009					
Average Class Size		25.9	29.5	28.8	27.7
Numbers of Classrooms	1-22	8	0	1	4
	23-32	24	24	24	22
	33+	1	2	1	1
2009-2010					
Average Class Size		30.2	30.6	29.4	30.5
Numbers of Classrooms	1-22	0	2	0	1
	23-32	20	11	17	13
	33 +	5	12	4	11

Counseling Support Services

The personal touch is an important ingredient for the long-range success of young people. Huntington Middle School has two counselors – one full-time and one part-time -- who serve 767 students. The Counselor supports students in achieving challenging academic and personal goals, and assists in academic, social, and personal problem solving. California Middle and High School Counseling Program funds pay for a counselor two days per week to work with students at risk of academic failure and/or social-emotional concerns.

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	2006-2007		2007-2008		2008-2009	
	Number	Rate	Number	Rate	Number	Rate
Students Suspended	6	.8%	8	.9%	17	1.8%
Students Expelled	0	0	0	0	0	0

Teacher Credentials

Teachers	2007	2008	2009
Teachers with full credentials in the subject area taught	35.85	36	32
Teachers assigned outside of subject area taught	0	0	0
Teachers in Alternative Routes to Certification	0	0	0
Teachers with Emergency Permits	0	0	0
Teachers with Waivers	0	0	0
Total number of teachers	35.85	36	32

Teacher Academic Preparation – 2009-2010

	Huntington	SMUSD
Doctorate	3	6
Master's + 30 units	17	81
Master's Degree	0	1
Bachelor's Degree + 30 units	19	66
Bachelor's Degree	0	5
Yet to achieve a Bachelor's Degree	0	0

NCLB “Subject Matter” Certification Compliance Status

Number of these core classes taught by teachers who are compliant with NCLB requirements for content knowledge.	100%	
Percent core academic classes taught by NCLB compliant teachers	2008	2009
	100%	100%
District Percent of core academic classes taught by NCLB compliant teachers	100%	

Certification to Teach English Learners

Certified SDAIE or CLAD	Completed requirements	Training or Test is in progress	Yet to begin certification
39	0	0	0

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 2009-2010 school year includes: (1) all students will improve their writing and grammar skills in all academic subjects, (2) provide mentoring and intervention for students performing Below Basic and Far Below Basic on the California Standards Test in order to close the achievement gap, (3) students will use technology tools for communication, information processing, and productivity for learning, (4) integrating visual and performing arts standards in content areas, (5) advancing our technology use in the classrooms and in our communication with parents, and (6) Addressing the needs of our significant sub groups based upon their scores on the STAR testing results. Four 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 administrators.

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.

*HUNTINGTON PTA President
Mrs. Nam jack*

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, Mrs. Elia Bagheri.

School Leadership

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

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 sixteen years, and principal of Huntington for thirteen.

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.

Members of the Huntington School Site Council – 2009-2010

Chairperson – Kim Halkett
Assistant Principal – Dave Murray
PTA President – Nam Jack

School Staff

Cindy Maines
Larry Fitzgibbons
Bill McDaniel
Robbin Nordsten
Elia Bagheri

Parents

Pam Burt
Vanessa Koo
Bob Wu

Student Rep. - Veronica Mejia

Leadership Team

Principal
Gary McGuigan, Ed.D.

Assistant Principal
Dave Murray

Counselors
[June Gonzalez](#)
[Emma Glenny](#)

Department Chairs

Robin Nordsten (English)

Janet Jackson (Electives)

Cindie Zumberge (ELD)

Liz Thor (Math)

Kellie Kido (Athletic Director)

Jana Downey (Science)

Cynthia Maines (Social
Science),

Susan Jones (Special
Education)

John Gulick (Technology).

Facilities

Huntington's grounds and well-maintained facilities reflect the learning environment of an exemplary school. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction. Students and staff appreciate the generous financial support of the San Marino community that has allowed for the recent renovation of our school. Students exhibit their sense of pride in the way they maintain their beautiful and safe campus.

The Huntington School facilities are well maintained in a manner that is clean, safe, and functional. For an up to date report of Williams Settlement information see <http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>.

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 300 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 enables 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 60 wireless laptops with the latest software applications. The school also has state-of-the-art color/black and white printers, LCD projectors, document cameras, enhanced audio, and Smart boards.

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 2007-2008)

Category	District Amount	Los Angeles County Average	Est. State Average for Unified Districts
Beginning Teacher Salary	\$34,729	Not Applicable	\$40,073
Mid range Teacher Salary	\$64,533		\$62,499
Highest Teacher Salary	\$83,530		\$80,672
Average Principal Salary (elementary)	\$108,543		\$101,442
Average Principal Salary (middle)	\$116,730		\$109,093
Average Principal Salary (high)	\$167,614		\$128,611
Superintendent Salary	\$180,000		\$168,224
Percent of Budget for Teacher Salaries	40%		37%
Percent of Budget for Administrator Salaries	8%		7.5%

Per Student Expenditures (FY: Required Reporting Period 2007-2008)

District	District	State Average for the same type of District	State Average in all Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars per Student
\$28,962,986	\$9,178	\$8,680	\$8,594

Types of Services Funded (FY: Required Reporting Period 2007-2008)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	\$18,629,264	Certificated Salaries	\$14,483,625
Federal Revenue	\$826,402	Classified Salaries	\$5,663,219
<i>Other State Revenue</i>		Employee Benefits	\$4,947,237
Lottery	\$438,859	Books and Supplies	\$1,416,527
Other	\$2,217,452	Operating Services	\$3,165,085
<i>Local Revenue</i>		Equipment	\$249,586
Parcel Tax	\$1,489,354	Indirect Support	<\$37,522>
Rents and Leases	\$440,975	Other Outgo	\$36,760
Interest	\$137,816	Other Uses	\$0
Schools Foundation	\$1,888,224		
Other Local Revenue	\$3,622,305		
Total Revenue	\$29,690,651	Total Expenditures & Transfers	\$29,924,517

SARC Contacts

San Marino Unified School District

Site Contact

Gary Woods, Ed.D., Superintendent
(626) 299-7000 X310 FAX: (626) 299-7010
gwoods@smusd.us

Gary McGuigan, Ed.D., Principal
(626) 299-7060
FAX: 626-299-7064

gmcguigan@smusd.us

Julie Boucher, Assistant Superintendent
Business Services
(626) 299-7000 X414 FAX: (626) 299-7010
jboucher626@smusd.us

District Contact

Gary McGuigan, Ed.D., Director
Instructional and Curriculum Support
626-299-7000 X320
FAX: 626-299-7010

Linda de la Torre, Assistant Superintendent
Human Resources
(626) 299-7000 X311
hrtorre@smusd.us

gmcguigan@smusd.us

CHILD FIND NOTICE

If you know of a child/student (aged 3-22) with suspected disabilities living within the boundaries of SMUSD but not enrolled in a public school, please refer the parent to Judy Mellick at (626) 299-7015. This child may be eligible to receive early intervention or other special education services.

**Huntington Middle School
1700 Huntington Drive
San Marino, California 91108
Phone: (626) 299-7060 FAX: 626-299-7064**



We're on the Web! www.smusd.us