



EDWARD HARRIS, JR. MIDDLE SCHOOL

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Elk Grove, CA 95624
(916) 688-0075

Board of Education
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Hours of Operation

Our office is open daily from 7:30 a.m. to 3:30 p.m. except Thursday, when we close at 2:30 p.m. Staff can assist parents with registering and enrolling their children and can give information about school programs.

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

School Highlights and Awards

- NASA Explorer School
- Recipient of the GEAR UP Grant 09-11
- Sacramento County Spelling Bee winner 07-08
- First, Second, and Third Place winners in Martin Luther King, Jr. Essay Contest 07-08
- Recipients of the Youth Aspire Award 07-08
- Northern California MESA winners 07-08

A Message From the Principal

Edward Harris, Jr. Middle School
NASA Explorer School
A community of "Future College Graduates"

Edward Harris, Jr. Middle School truly provides a unique and wonderful educational experience for all students, from the safety of the campus, to the warmth of the learning environment, and to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners and to become prepared for high school, college, and a career.

Included in the school vision at Edward Harris, Jr. Middle School is the principle that all students are immersed in a college-oriented culture of rigorous learning. Staff participate in "Where You're Headed Wednesdays," by sporting college t-shirts. People who enter the Student Services building are met with college information and banners from universities throughout the United States.

Student Demographics

| | School | District |
|---------------------|--------|----------|
| Enrollment | 1,272 | 61,573 |
| English Learners | 207 | 10,241 |
| Languages Spoken | 20 | 72 |
| Students of Poverty | 836 | 29,915 |
| GATE | 81 | 3,784 |

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Edward Harris, Jr. Middle School emphasizes a team approach to achieve the district's mission to "provide a learning community that challenges ALL students to realize their greatest potential." Students experience exemplary academic, enrichment, and intervention classes on a block schedule. Enrichment classes include career and college awareness courses. Being a NASA Explorer School provides teachers, students, and families with mathematics, science, technology, engineering explorations, and problem solving activities related to NASA's missions, using scientific tools and methods.

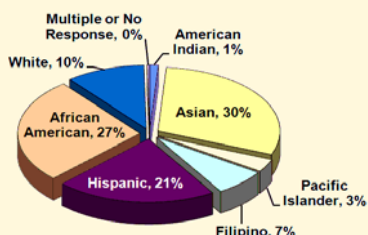
With a rigorous standards-based academic program and a variety of course offerings, along with a dedicated, talented, and student-centered staff, Edward Harris, Jr. Middle School strives to be the "best place to teach, learn, and achieve." Students are to be Hardworking, Accepting, Responsible, Respectful, Innovative, and Scholarly (H.A.R.R.I.S.). Our theme is to "become a five star middle school by building small learning communities in order to eliminate the achievement gap through rigor, relevance, and relationships."

Felicia Bessent, Principal
Edward Harris, Jr. Middle School

Parental Involvement

Parent support and involvement are important aspects of the success at Edward Harris, Jr. Middle School. We are proud of our Parent Lunch Days, Watch D.O.G.S. (Dads of Great Students) program, Closing the Achievement Gap parent meeting, and the C.O.L.T.S. (Creating Opportunities of Learning Together with Students) parent organization that builds a strong and cohesive partnership between home and school. Each month parents and students may attend Parent University classes, taught by our teachers, to participate in interactive curriculum and middle school activities. We always welcome parents to volunteer in school activities. For more information on parent involvement opportunities, you may contact Mrs. Kelly McCormick at 688-0080.

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Teacher Credentials and Misassignments

Teacher Credentials

2007-2008

| | |
|--------------------------|----|
| Total Number of Teachers | 57 |
| Total Full Credentials | 55 |

SOURCE: 2007-2008 CBEDS, California Dept. of Education

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

Teacher Misassignments and Vacancies

2008-2009

| | |
|---|---|
| Misassignments of Teachers of English Learners | 2 |
| Misassignments Due to Subject Matter Competency | 0 |
| Teacher Vacancies | 0 |

SOURCE: 2008-2009, EGUSD

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school. Our beautiful campus was built in 2004. We have a large multipurpose room with a stage, a gymnasium, dance room, band room, a science building, 32 regular classrooms, two computer classrooms, and an exploring technology classroom with a project room. We are proud of our campus and strive to keep our school clean, safe, and functional. We provide an orderly environment for teaching and learning. Regular inspections are conducted at our site by the site supervisor.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 5/13/07

| Item Inspected | Repair Status | | | Repair Needed |
|--------------------------------------|---------------|------|------|---------------|
| | Good | Fair | Poor | |
| Gas Leaks | x | | | None |
| Mechanical Systems | x | | | None |
| Windows/Doors/Gates (int. and ext.) | x | | | None |
| Interior Walls, Floors, and Ceilings | x | | | None |
| Hazardous Materials (int. and ext.) | x | | | None |
| Structural Damage | x | | | None |
| Fire Safety | x | | | None |
| Electrical (interior and exterior) | x | | | None |
| Pest/Vermin Infestation | x | | | None |
| Drinking Fountains (int. and ext.) | x | | | None |
| Restrooms | x | | | None |
| Sewer | x | | | None |
| Playground/School Grounds | x | | | None |
| Roofs | x | | | None |
| Overall Cleanliness | x | | | None |

| | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary | | x | | |

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

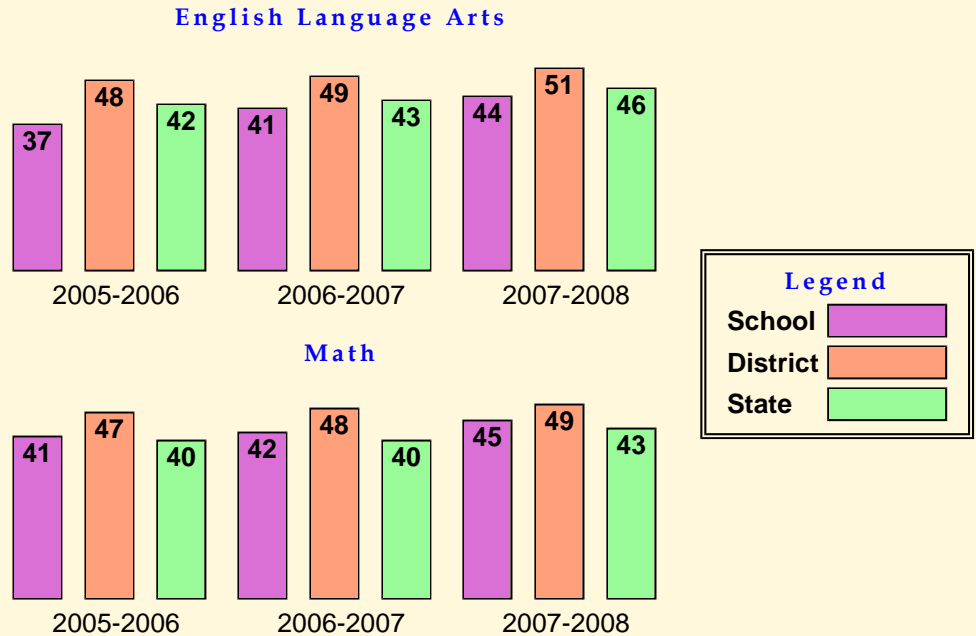
| School Average | |
|----------------|------|
| English | 33.2 |
| Mathematics | 33.7 |
| Science | 37.0 |
| Social Science | 34.7 |

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

| | |
|----------------------|-----|
| Growth Score | 738 |
| Statewide Rank | 6 |
| Similar Schools Rank | 8 |

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

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. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

| | |
|------------------------|-----|
| Overall AYP Status Met | No |
| Program Improvement | N/A |

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in culturally responsive instructional strategies. Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. In addition, our school has a weekly early out schedule in which students leave school one hour early. Teachers use this time to meet and review student work, discuss student common assessment data, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs through progress monitoring.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

At Edward Harris, Jr. Middle School, we believe that nothing should get in the way of the academic achievement of our students. Our staff reviewed and updated our School Safety Plan in August 2008. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

Our priority at Edward Harris, Jr. Middle School is to assist teachers in supporting all students, including English Learners and students with special learning needs. The Connections department services not only special education students, but also general education students who require additional support to meet curriculum standards. Bilingual Teaching Associates help English Learners access the core curriculum. The Gifted and Talented Education students receive accelerated instruction and participate in extended day activities. The Advancement Via Individual Determination (AVID) program is vital in motivating students to plan for college. The Zeros Aren't Permissible (ZAP) after school program is for students who need extra tutoring or homework help. In addition, we host the After School Educational Safety Program (ASES). The program is staffed by Sacramento City Parks and Recreation.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

| Teachers | EGUSD 50,000+ ADA | State Average 20,000+ ADA |
|---------------------------------|-------------------|---------------------------|
| Beginning | \$40,047 | \$40,721 |
| Midrange | \$59,384 | \$65,190 |
| Highest | \$82,031 | \$84,151 |
| Principals | | |
| Elementary | \$109,155 | \$104,476 |
| Middle | \$109,139 | \$108,527 |
| High | \$120,324 | \$119,210 |
| District Superintendent | \$221,536 | \$210,769 |
| Share of budget used for | | |
| Teachers' salaries | 45.4% | 39.9% |
| Administrative salaries | 4.7% | 5.5% |

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

| | Percent |
|----------|---------|
| School | 95.92% |
| District | 95.37% |

SOURCE: 2007-2008, EGUSD

Discipline

| | School | District |
|-------------|--------|----------|
| Suspensions | 546 | 12,551 |
| Expulsions | 7 | 224 |

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

| | |
|---------------------------|--------|
| Total Students (Oct 2008) | 61,573 |
| Elementary Schools | 39 |
| Middle Schools | 9 |
| High Schools | 9 |
| Alternative Schools | 4 |
| Charter Schools | 1 |
| Adult Education Schools | 1 |
| Special Education Schools | 1 |