



Harriet Eddy Middle School

9329 Soaring Oaks Drive
Elk Grove, CA 95758
(916) 683-1302

Board of Education
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Hours of Operation

Our office is open from 7:45 a.m.-4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can also assist parents with registering and enrolling their children and clearing absences.

School Highlights and Awards

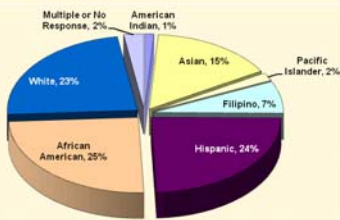
- CST scores up 20 points - third year of growth
- Current API is 788
- Award-winning basketball, wrestling, and track teams
- Band program

Student Demographics

	School	District
Enrollment	807	62,218
English Learners	64	9,946
Languages Spoken	13	81
Students of Poverty	400	31,795
GATE	76	3,707

SOURCE: 2009-2010, EGUSD

Population by Ethnicity



SOURCE: 2009-2010, EGUSD

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.

A Message From the Principal

Harriet Eddy Middle School
A Community of Lifelong Learners!

Harriet Eddy Middle School truly provides a unique and wonderful educational experience focused on college and career development for all children. From the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of our school contribute to providing students with the skills they need to be successful learners.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Parent support and involvement continue to be important aspects of our success at Harriet Eddy Middle School. This support is given, recognized, and appreciated in many different ways. Many parents help plan programs and policies, while others serve as classroom and library volunteers and plan family activities including Parent Forums and Parents on Campus days. Parents also support student success by providing space, time, and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is our school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting the campus are required to check in through the school office. The climate of the school enables all of our students to feel comfortable and secure.

Peter Lambert, Principal
Harriet Eddy Middle School

Parental Involvement

There are a number of ways to become involved with your child's education. Our school has an active School Site Council and Parent Teacher Action Committee (PTAC) as well as a strong parent volunteer program. We have Back to School Night, Open House, and parent conferences during the year. We also have quarterly Parent on Campus days where parents are invited to attend school with their students. You are always welcome to volunteer in your child's classroom and on campus or become involved by joining PTAC. For more information on parent involvement opportunities, you may contact our office staff at 683-1302.

Teacher Credentials and Misassignments

Teacher Credentials		2008-2009
Total Number of Teachers		41
Total Full Credentials		39

SOURCE: 2008-2009, California Dept. of Education

Teacher Misassignments and Vacancies		2009-2010
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		2
Teacher Vacancies		0

SOURCE: 2009-2010, EGUSD

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.

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 takes 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. Our school has 60 classrooms, a multipurpose room, a library, two gymnasiums, and an administration building. The main campus was built in 1994.

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: 6/22/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

SOURCE: 2009-2010, 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.

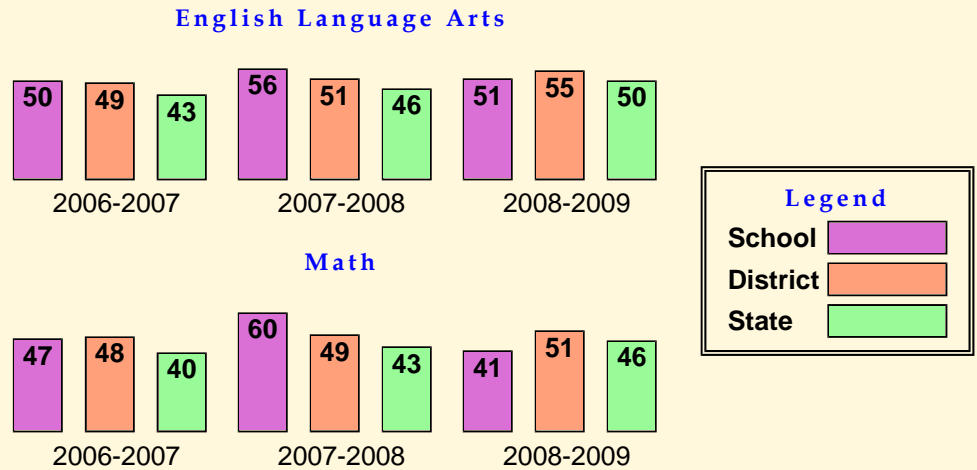
School Average	
English	30.4
Mathematics	32.5
Science	31.2
Social Science	31.5

SOURCE: 2008-2009, 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: 2008-2009, 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.

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.

Growth Score	766
Statewide Rank	7
Similar Schools Rank	6

SOURCE: 2008-2009, California Dept. of Education

	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 1

SOURCE: 2008-2009, 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 2009-2010, our school has a professional development emphasis on Culturally Responsive Teaching strategies, school-wide Advancement Via Individual Determination (AVID) strategies, and Algebra For All. Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on implementing best teaching practices and returns to the site and shares the information they learned with the whole staff.

Our teachers also take part in a district math professional development program for teachers of grades 3-7, which 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 as well as 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, learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Your child's safety is important to us at Harriet Eddy Middle School. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in January 2009. 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

At our school we have highly qualified staff to assist students with special learning needs. Our Independent Living Skills students run the Eddy Cafe before school each morning. Our "Language!" program services not only special education students, but also general education students who need additional support to meet the standards. Our English Language Development teacher and Bilingual Teaching Associates help our English Learner students access the core curriculum. Gifted and Talented students participate in accelerated instruction in math, language arts, science and social science. Students who need extra tutoring or homework help are welcome to participate in our after school tutoring program available Monday through Friday.

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	\$42,065
Midrange	\$59,384	\$67,109
Highest	\$82,031	\$86,293
Principals		
Elementary	\$109,249	\$107,115
Middle	\$108,438	\$112,279
High	\$120,350	\$122,532
District Superintendent	\$237,664	\$216,356
Share of budget used for		
Teachers' salaries	43.5%	39.4%
Administrative salaries	4.4%	5.5%

SOURCE: 2007-2008, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Donna Cherry
Associate Superintendent,
Elementary Education
Glen DeGraw
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

Average Daily Attendance

	Percent
School	95.85%
District	95.48%

SOURCE: 2009-2010, EGUSD

Discipline

	School	District
Suspensions	524	12,133
Expulsions	7	187

SOURCE: 2008-2009, 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 2009)	62,218
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1