Nettie L. Waite Middle School

14320 South Norwalk Blvd. • Norwalk, CA 90650 • (562) 921-7981 • Grades 6-8
Dr. Susan Newcomb, Principal
snewcomb@nlmusd.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Norwalk-La Mirada Unified School District
12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Sean M. Reagan Board President
Chris Pflanzer Board Vice President
Darryl R. Adams Member
Margarita L. Rios Member
Karen Morrison Member
Jesse Urquidi Member
Ana Valencia Member

District Administration

Dr. Hasmik Danielian
Superintendent

Dr. Albert Clegg
Assistant Superintendent - Educational Services

Estuardo Santillan
Assistant Superintendent, Business Services

John Lopez
Assistant Superintendent, Human Resources

School Description

Waite Middle School is about collaborative teaching, Common Core preparation (Language Arts, Math, Social Science and Science). As a Professional Learning Community, teachers establish lesson sharing and lesson planning across the content areas.

Waite has established "Blended Learning" in language Arts, Social Science, and Science, with an emphasis on English Language Learner classes. ELL's develop their skills using a Chrome Book lab in the classroom to advance skills in listen, speaking, reading, and writing.

Waite is a Comprehensive Middle School Magnet using career path education such as Art, Graphic Design, Robotics, Video Production, Video Game Design, Project Based Science classes, Introduction to Technology, Keyboarding, Music, and Community Service to provide opportunities for all students. We will provide all students every opportunity to reach their potential or peak their interest in these fields.

Cal State Fullerton Master Teacher Fellows continues to support Waite by augmenting math and Science classes with student teachers. CSUF provides up to 6 potential mathematics and Science teachers with an early field experience at Waite Middle. Combining CSUF and the current staff at Waite have strengthened the department that has shown consistent improvement over the last 5 years.

Technology is used school wide to support our "Digital Natives", students interested in advancing their skills using the computer and internet services. Our science classes use a project based curriculum in the 7th and 8th grade, this includes standards based instruction that allows our students to take responsibility for their learning and supports higher level thinking skills.
Smart boards are currently used in 12 classrooms across campus. Teachers are receiving training during the summer and on 2Wednesdays of each month. Math has moved forward by incorporating technology (i-Pass and i-ready) to provide intervention for struggling students. We offer a Web-based program to improve the skills of students in math in a lab environment. Our library / Media center is second to none with current materials and novels for student check out. Our gifted and talented population has increased and we are providing higher levels of rigor and class programs to support their needs

RTI support includes enrichment classes for Reading, Social Science, Science, and Math. Also supporting the need for interventions includes Saturday Academy, Saturday school, tutors, after school GATE program and Bilingual Aides.

Waite Middle School's "House" program provides all 6th, 7th, and 8th grade students the opportunity to benefit from each other by joining each other in class to mentor and support an increase in student achievement. In the "House Program", students are taught a designed curriculum created by teachers and taught school wide. AVID essentials are used to focus on good teaching strategies in the "House" program. The WEB Program supports our new 6th grade students by paring them with the 8th grade and mentoring them throughout their school day. When needed the Peer Mediation program is used for students to feel comfortable with each other and willing to resolve social problems in a designed and structured way.

We are excited because our API continues to grow and our English Learners continue to make academic progress. Our challenges are to continue the high level of support for all students and translate it into academic achievement. We continue to support our English Learners by leveling classes to support their growth and provide a trained highly qualified adult in each class. We continue to have a zero period of classes that support academic achievement and social development for all students. This includes I-Pass, i-Ready Math and Reading, chorus, and band. We plan to continue to expand zero periods in the coming year to include the arts and sciences.
It is a Great day to be a Panther!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	203
Grade 7	248
Grade 8	221
Total Enrollment	672

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.1
American Indian or Alaska Native	0
Asian	0.9
Filipino	2.5
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	1.2
White	1.9
Two or More Races	0.6
Socioeconomically Disadvantaged	92.3
English Learners	24.9
Students with Disabilities	13.7
Foster Youth	1

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Nettie L. Waite Middle School	**14-15**	**15-16**	**16-17**
With Full Credential	24	29	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Nettie L. Waite Middle School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	96.8	3.2
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades 6-8 English-language Arts: California Holt McDougal Literature & Language Arts, adopted 2003 and Common Core aligned supplemental materials: Houghton Mifflin Harcourt Collections Close Reader **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 98.61% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/17/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% - Exemplary
Interior: Interior Surfaces	X			100% - Exemplary
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			100% - Exemplary
Electrical: Electrical	X			100% - Exemplary
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100% - Exemplary
Safety: Fire Safety, Hazardous Materials	X			97.92%-Good
Structural: Structural Damage, Roofs	X			95.83%-Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%-Exemplary

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	32	32	43	46	44	48
Math	14	13	25	29	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	48	44	31	54	52	47	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.7	29.2	34.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	220	216	98.2	31.0
Male	115	112	97.4	33.0
Female	105	104	99.1	28.9
Hispanic or Latino	202	199	98.5	27.1
Socioeconomically Disadvantaged	200	196	98.0	31.1
English Learners	52	49	94.2	12.2
Students with Disabilities	37	36	97.3	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	206	202	98.1	36.1
	7	245	238	97.1	30.4
	8	221	218	98.6	28.4
Male	**6**	98	97	99.0	27.8
	7	123	120	97.6	25.0
	8	115	112	97.4	19.6
Female	**6**	108	105	97.2	43.8
	7	122	118	96.7	35.9
	8	106	106	100.0	37.7
Black or African American	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	**6**	--	--	--	--
	8	--	--	--	--
Filipino	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	**6**	184	181	98.4	34.8
	7	224	218	97.3	29.5
	8	203	201	99.0	25.9
Native Hawaiian or Pacific Islander	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**6**	182	179	98.3	36.9
	7	225	220	97.8	27.4
	8	200	197	98.5	28.9
English Learners	**6**	55	54	98.2	9.3
	7	54	52	96.3	5.9
	8	52	50	96.2	6.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	**6**	23	23	100.0	
	7	39	39	100.0	2.6
	8	37	37	100.0	8.1
Students Receiving Migrant Education Services	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	207	204	98.5	13.2
	7	246	243	98.8	14.0
	8	221	219	99.1	11.4
Male	**6**	98	98	100.0	14.3
	7	123	121	98.4	14.9
	8	115	113	98.3	8.8
Female	**6**	109	106	97.3	12.3
	7	123	122	99.2	13.1
	8	106	106	100.0	14.2
Black or African American	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	**6**	--	--	--	--
	8	--	--	--	--
Filipino	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	**6**	185	183	98.9	13.1
	7	225	223	99.1	14.3
	8	203	202	99.5	10.9
Native Hawaiian or Pacific Islander	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**6**	183	181	98.9	12.7
	7	225	223	99.1	12.1
	8	200	198	99.0	11.1
English Learners	**6**	56	56	100.0	1.8
	7	54	53	98.2	1.9
	8	52	51	98.1	3.9
Students with Disabilities	**6**	23	23	100.0	
	7	39	39	100.0	2.6
	8	37	37	100.0	8.1
Students Receiving Migrant Education Services	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	**6**	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. We house a CBET class Monday through Thursday. Parents join our SSC, ELAC, and PTSA which works with administration to make Title l decisions and support decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Our PTSA works with teachers to support Back-to-School Night in the fall and Open House in the spring. We expect all parents to attend these events. Parent events with guest speakers are offered monthly to assist parents with their students' work. Parents help organize the eighth grade field trip, dance, and graduation party. They also help with dramatic and musical performances, sponsor yearly fund-raisers, and sell snacks and T-shirts at athletic events to help pay for uniforms. Parents are critical in making our parent seminars so successful. We always need new volunteers!

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
School safety is an important aspect of our learning environment. We have a supervision team of six adults that monitors all activity on and around the school grounds, with a total of 20 hours per day of adult supervision. Our administrative team walks the campus frequently during the day to ensure that all students are safe.
All entrance gates are secure to limit entrance onto school grounds. However, the front gate is open to visitors and the community. All visitors are required to report to the main office prior to entering the campus to secure a visitor's pass. Visitors are not permitted to enter the school grounds without authorization.

Our safety committee surveys the campus to identify safety issues, to develop emergencies routines and procedures, and to order needed emergency supplies. Or safety plan is revised yearly and communicated to staff, students, and parents in meetings and assemblies. The plan is located at the school site and in the front office of the school. We hold drills monthly to practice safety procedures in case of an emergency in conjunction with the drills that are hosted by the district office.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	3.8	2.5	0.1
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	28	23	23	4	12	12	13	3	3	9	11	11
Mathematics	28	25	25	6	8	8	10	1	1	8	11	11
Science	31	32	32	4	2	2	10	1	1	11	10	10
Social Science	31	32	32	1	3	3	10			8	12	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,010	$44,958
Mid-Range Teacher Salary	$74,441	$70,581
Highest Teacher Salary	$97,657	$91,469
Average Principal Salary (ES)	$124,784	$113,994
Average Principal Salary (MS)	$123,318	$120,075
Average Principal Salary (HS)	$136,152	$130,249
Superintendent Salary	$230,000	$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	9773.81	2829.19	6944.62	77,961.42
District	♦	♦	7392.59	$80,236
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			-6.1	-2.8
Percent Difference: School Site/ State			22.3	5.0

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 may 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.