

Mission Hill Middle School

425 King St. • Santa Cruz, CA 95060-3411 • (831) 429-3860 • Grades 6-8

Julia Hodges, Principal

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<http://missionhill.sccs.net>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

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District Governing Board

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Deedee Perez-Granados

Jeremy Shonick

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**Assistant Superintendent
Human Resources**

A Message from the Principal:

The Mission Hill Middle School staff is dedicated to a positive school climate and academic excellence. Our emphasis is on academics and social emotional competence for middle school students. While we value academic rigor, we are mindful of the needs of early adolescents, and we present learning activities in a way that motivates students to learn. Mission Hill's academic program is designed to meet the needs of each student, including highly challenging courses such as Common Core Algebra. We also meet the needs of students needing more support by offering intervention classes such as our Read 180 reading intervention class for students who need to master the fundamentals of reading. In addition, this was our first year offering a math intervention 75 minutes a week for students needing targeted mathematics instruction. For our students who are learning English as a second language, we have an excellent English Language Development (ELD) program. Mission Hill is also pleased to offer a well-rounded elective program, with classes in Spanish, band, chorus, drama, music appreciation, woodshop, ceramics, animation, stained glass, and more! Mission Hill has also adopted 5 Maverick Essentials that we actively teach and reinforce within our students daily in order to help students develop the assets necessary for being socially and academically successful. Our 5 Maverick Essentials are: Responsibility, Integrity, Perseverance, Innovation, and Collaboration.

Mission Hill's programs promote student success both inside and outside the classroom. The Mission Hill Block MH Program recognizes students for service, academic achievement, and athletic and extracurricular participation. All students and staff read 25 minutes daily and strive to meet our individual commitment to read 24 books a year. All teachers host office hours for students three days a week. The Arts Academy offers enrichment classes to students on Wednesday afternoons. Every day at Mission Hill starts with MHTV, a student-run TV program. All academic departments use computer technology to enhance instruction and communication with students and families, including using the program School Loop as a parent and student information portal.

Mission Hill Middle School's Mission is "Engaging students' hearts and minds; every student, every day." This is something that each staff member strives for daily. Our school is a caring community that values knowing each one of our students and provides our students with a Common Core aligned, rigorous academic program. Go Mavericks!

Major Achievements:

In 2014-15 Mission Hill was awarded the Gold Ribbon School Award, which is the most prestigious award given to schools by the state of California for having outstanding Common Core aligned academic programs. The Gold Ribbon School Award replaced the California Distinguished School Award.

In 2014-15 Mission Hill was also selected by the Campaign for Business and Education Excellence (CBEE) as one of 1,851 public schools in California to receive the title of 2014 Honor Roll School.

Students who participated in the Mission Hill Science Fair demonstrated a focus on science, and several students who had award-winning projects were invited to attend the County Science Fair and California State Fair.

Focus for Improvement:

We are supporting teachers in developing Common Core aligned pacing guides (curriculum timelines), and common assessments to improve school-wide data collection about student achievement. Implementation of the Common Core State Standards is happening across the board in math and English, and with the New Generation Science standards in science. Content area teachers collaborate to make connections and demonstrate relevance for students.

Staff implemented an Intervention period 3 days a week for students that need additional academic support. During interventions we are able to create specialized, targeted instruction for small groups of students (4 to 15 students depending on the intervention). This allows us to meet students' individualized needs. Our interventions include: math interventions at each grade level, reading intervention, science in Spanish for Spanish speaking students new to the US, an academic skills intervention that focuses on organizational skills that students need for academic success in middle school and beyond and a social skills counseling intervention that supports students in having positive peer relationships.

In addition to the above efforts, we are working to strategically support students in both Math and English Language Arts to meet the Single School Plan goals that 80% or more of our students will demonstrate proficiency in each subject area.

Leadership:

Julia Hodges is in her second year as Principal of Mission Hill Middle School. She was previously the Assistant Principal at Mission Hill. Teachers and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the school leadership team develops staff training programs. In addition, the Assistant Principal, Kat McElwee, leads our school's climate and culture work as well as co-leads and monitors our instructional professional development plan. We also have one full time counselor as well as a part time counselor who assist with school leadership. Our School Site Council (SSC), which includes parent members as well as teachers, classified staff and administrators, English Learner Advisory Council (ELAC), and PTA each play key roles in shaping our students' educational experience.

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 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 at (831) 429-3860 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	209
Grade 7	220
Grade 8	212
Total Enrollment	641

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	2.5
Filipino	0.6
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.2
White	61.8
Two or More Races	4.2
Socioeconomically Disadvantaged	36.5
English Learners	6.9
Students with Disabilities	13.3
Foster Youth	0.3

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			
Mission Hill Middle School	13-14	14-15	15-16
With Full Credential	27	34	27
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Hill Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2014-15 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	95.1	5.0
Districtwide		
All Schools	86.2	13.8
High-Poverty Schools	83.4	16.6
Low-Poverty Schools	88.5	11.5

* 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 2015-16)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: November 30, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008 Shining Star - Pearson Longman Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	College Preparatory Mathematics (CPM) Courses 1, 2, 3, & Common Core Algebra - Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	CPO Earth Science - CPO Adopted 2007 Focus on Life Science - Glencoe McGraw Hill Adopted 2007 Focus on Physical Science - Glencoe McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive!: The Ancient World - TCI Adopted 2006 History Alive!: The Medieval World & Beyond - TCI Adopted 2006 History Alive!: The U.S. Through Industrialism - TCI Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes

School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Hill Middle School is a well-maintained, recently remodeled, historic building. We have a big gym, small gym, and two locker rooms. Our PE classes and community athletes enjoy using our state-of-the-art artificial turf. The classrooms have adequate furnishings. Our custodial staff maintains the main building, gyms, and outdoor areas daily. The Mission Hill auditorium has a stage and state-of-the-art lighting for performing arts productions. The local video area network (VAN) allows us to broadcast our daily announcements live via MHTV. We also have lockers for each student in order to keep hallways safe and clean and to avoid tripping hazards for students and staff in the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/04/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces			X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials				X	Several rooms require evacuation maps. Items are being stored on top of tall unsecured cabinets. Fire extinguishers require inspection.
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	10.30	24.00	38.20

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	65	60	44
Math	50	43	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	70
All Student at the School	79
Male	81
Female	77
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	58
White	90
Two or More Races	92
Socioeconomically Disadvantaged	59
English Learners	15
Students with Disabilities	67
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	83	84	79	63	62	70	59	60	56

* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	202	195	96.5	9	19	42	30
	7	219	212	96.8	14	23	37	26
	8	215	210	97.7	14	24	40	20
Male	6		97	48.0	10	21	39	29
	7		103	47.0	14	24	38	24
	8		112	52.1	20	24	37	19
Female	6		98	48.5	7	18	44	31
	7		109	49.8	14	22	36	28
	8		98	45.6	8	24	43	22
Black or African American	6		3	1.5	--	--	--	--
	7		5	2.3	--	--	--	--
	8		3	1.4	--	--	--	--
American Indian or Alaska Native	7		1	0.5	--	--	--	--
	8		2	0.9	--	--	--	--
Asian	6		5	2.5	--	--	--	--
	7		8	3.7	--	--	--	--
	8		2	0.9	--	--	--	--
Filipino	6		1	0.5	--	--	--	--
	7		3	1.4	--	--	--	--
Hispanic or Latino	6		54	26.7	22	31	31	13
	7		54	24.7	37	35	28	0
	8		70	32.6	33	30	31	6
Native Hawaiian or Pacific Islander	7		1	0.5	--	--	--	--
White	6		125	61.9	3	15	46	36
	7		130	59.4	5	17	40	38
	8		120	55.8	5	22	43	28
Two or More Races	6		7	3.5	--	--	--	--
	7		10	4.6	--	--	--	--
	8		13	6.0	8	0	54	38
Socioeconomically Disadvantaged	6		61	30.2	20	34	34	10
	7		76	34.7	32	36	26	7
	8		85	39.5	21	33	38	6
English Learners	6		9	4.5	--	--	--	--
	7		19	8.7	68	26	5	0
	8		13	6.0	46	38	15	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		21	10.4	43	33	14	10
	7		27	12.3	44	30	15	11
	8		32	14.9	34	28	25	6
Students Receiving Migrant Education Services	6		2	1.0	--	--	--	--
	7		6	2.7	--	--	--	--
	8		3	1.4	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	202	195	96.5	19	28	25	27
	7	219	212	96.8	19	30	21	29
	8	215	211	98.1	24	26	23	27
Male	6		97	48.0	21	25	24	30
	7		102	46.6	15	37	16	32
	8		114	53.0	25	21	24	28
Female	6		98	48.5	18	32	27	23
	7		110	50.2	24	23	26	26
	8		97	45.1	22	31	22	25
Black or African American	6		3	1.5	--	--	--	--
	7		5	2.3	--	--	--	--
	8		3	1.4	--	--	--	--
American Indian or Alaska Native	7		1	0.5	--	--	--	--
	8		2	0.9	--	--	--	--
Asian	6		5	2.5	--	--	--	--
	7		8	3.7	--	--	--	--
	8		2	0.9	--	--	--	--
Filipino	6		1	0.5	--	--	--	--
	7		3	1.4	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		54	26.7	43	28	20	9
	7		55	25.1	45	42	5	5
	8		72	33.5	43	35	13	7
Native Hawaiian or Pacific Islander	7		1	0.5	--	--	--	--
White	6		125	61.9	10	30	28	31
	7		129	58.9	9	26	29	36
	8		119	55.3	13	22	29	36
Two or More Races	6		7	3.5	--	--	--	--
	7		10	4.6	--	--	--	--
	8		13	6.0	15	8	38	38
Socioeconomically Disadvantaged	6		61	30.2	43	31	16	10
	7		77	35.2	38	40	13	8
	8		86	40.0	42	30	14	10
English Learners	6		9	4.5	--	--	--	--
	7		19	8.7	74	26	0	0
	8		14	6.5	64	21	0	7
Students with Disabilities	6		21	10.4	57	24	10	5
	7		27	12.3	59	19	11	11
	8		32	14.9	44	31	6	16
Students Receiving Migrant Education Services	6		2	1.0	--	--	--	--
	7		6	2.7	--	--	--	--
	8		4	1.9	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parent support and involvement are an essential part of the Mission Hill Middle School community. We welcome parent participation and leadership at Mission Hill. Parents have leadership roles in our school, and we rely on parents and parent groups to keep our programs running smoothly. We have an active PTA and English Learner Advisory Committee (ELAC), both of which meet monthly. The School Site Council works with teachers and administrators on the budget, satisfaction survey, and Single Plan for Student Achievement. Parents once again organized our end-of-year 8th grade celebration and dance this year and are always an integral part of Back-to-School Night and Open House. Parents contribute generously with time and resources directly to academic and social programs. To become more involved, please call or visit the school office - (831) 429-3860.

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

Mission Hill’s Safety Committee, the School Site Council (SSC), and English Learner Advisory Committee (ELAC) update the School Safety Plan and give information about the plan to the staff and students. We hold fire, earthquake, and code red lockdown drills. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators and counselors are present at lunchtime. We revised our School Safety Plan in 2015. It emphasizes prevention and early intervention for discipline issues and crisis management as well as focusing on positive school climate and student connectedness.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.27	2.51	1.21
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	No	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	22	25	3	8	6	10	13	12	3	1	2
Math	19	24	25	10	7	7	11	9	9	2	2	2
Science	28	28	30	1	1		10	13	11	3	1	3
SS	29	28	31	1	1		10	13	12	3	1	2

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.5
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	634

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

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

Types of Services Funded

We use state and federal funds to improve English Learner performance and to support underachieving students. These funds can be used for professional development, curriculum programs and materials, and technology to support student achievement. The PTA and Education Foundation provided money to continue our Arts Academy, athletic, and music programs.

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, the county, and the state. 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.

Professional Development provided for Teachers

On Wednesdays our staff participates in professional development, grade level meetings, department collaboration and staff meetings. These professional development days focus on assessment, collaboration, student risk analysis and school wide staff development. The Mission Hill staff developed and implemented each of the professional development sessions. Our teachers use staff development time and funding to optimize student performance. Common Core State Standards are being implemented in ELA, Math and Science. The Common Core Content Literacy Standards are being implemented in all content areas. This year, Mission Hill is continuing to create common formative standards-based assessments for the purpose of analyzing student results to improve instructional practices. Staff also analyzes special population data and grades.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,579	\$1,081	\$4,498	\$59,310
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			-12.4	-18.8
Percent Difference: School Site/ State			-15.9	

* Cells with ♦ do not require data.