

Edwin Markham Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Edwin Markham Middle School
Street	2800 Moulton Drive
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-0403
Principal	Terry Edinger
E-mail Address	tedinger@pusdk8.org
Web Site	http://www.pusdk8.us/Markham/
CDS Code	09-61952-6005649

District Contact Information	
District Name	Placerville Union School District
Phone Number	(530) 622-7216
Superintendent	Eric Bonniksen
E-mail Address	ebonniksen@pusdk8.org
Web Site	www.pusdk8.us

School Description and Mission Statement (Most Recent Year)

Edwin Markham Middle School, a California Distinguished School in the Placerville Union School District, serves approximately 400 students in grades 6 through 8. The school is situated in the community of Placerville in the Sierra foothills 40 miles east of Sacramento on Highway 50. Our school is named after Edwin Markham, poet, author and educator who lived in El Dorado County during the early 1900s.

Our mission statement is at the core of what drives our campus: Ensuring every student’s intellectual and emotional growth while promoting effective citizenship. Building relationships and academic foundations are the goals of the caring and hard-working Markham staff. From the bus driver to the classroom teacher, the custodial staff to the office staff, the Markham family knows all campus adults have a role to play in our students’ learning. Families are an important component in the success of Edwin Markham Middle School. The School Site Council and Parent Club are two teams composed of parents and community members who work side-by-side with our staff to create a successful school. Parents and community members volunteer in many ways: in the classroom, for daily yard/lunch supervision, field trips, dances and other school activities. Back-to-School Night, Open House and twice-yearly Student-Parent-Teacher Conferences are the framework of parent support for student academics.

The facilities at our school are a focal point for the Placerville community as well. Our facilities are in use seven days a week with community and recreation programs sharing the grounds on most days. Our gymnasium, multi-purpose room and athletic field are examples of Markham and outside organizations working in tandem for the benefit of all residents. Markham is truly a hub of community life for Placerville.

Our students truly have “Panther Pride,” working diligently under the direction and leadership of our teaching and instructional staff. Since the 2012-13 school year, we’ve made tremendous strides in implementing the new Common Core State Standards. Rigorous classroom instruction and a strong commitment to ensuring that all students succeed are the cornerstones of our teachers’ practices. Our students are taught in an atmosphere in which they are valued and where in turn, our students value learning. In addition, our school offers an array of opportunities to engage students in their campus community outside of the classroom by participating in clubs, music, support programs, and athletics. Over one third of our students are involved in some extra-curricular activity. On a daily basis, students demonstrate evidence of “Panther Pride” and are recognized through our PAW Program (Panthers Always Win), becoming eligible for weekly drawings of rewards.

Throughout our campus, from the classroom to the cafeteria, from classified to certificated staff, we provide a school environment where students are the focus.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	139
Grade 7	111
Grade 8	127
Total Enrollment	377

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.6
Asian	1.1
Filipino	0.3
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.0
White	63.4
Two or More Races	5.6
Socioeconomically Disadvantaged	59.9
English Learners	7.2
Students with Disabilities	11.4

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18.2	18	19	63
Without Full Credential	0	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: 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 2014-15)

Year and month in which data were collected: December, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Rinehart Winston (2005).	Yes	0
Mathematics	Big Ideas Learning (2012), College Preparatory Mathematics (2012).	Yes	0
Science	Prentice Hall (2007).	Yes	0
History-Social Science	Glencoe (2006), Prentice Hall (2006).	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Edwin Markham School first opened in 1961. The buildings are well constructed, but their age demands constant maintenance. The custodians and the principal conduct monthly maintenance/safety checks.

Major repairs are made at Markham during the summer months. Classroom modernization was completed during the summer of 2008. Twelve classrooms were modernized to include state-of-the-art computer network infrastructure. The school buildings and grounds provide adequate space for teaching and learning. The school houses three separate computer labs on campus. Our library, science building and music building are exemplary facilities. The rest rooms, floors, walls, plumbing and electrical systems are old but functional. The entire roof was replaced during the summer of 2003. A new music building was completed during the 1999-00 school year and is an excellent addition to our campus and exemplary music program. During the 2000-01 school year, classroom lighting was retrofitted. A new lighting system was also installed in the multipurpose room. During the 2004-05 school year, the new gymnasium and a new three-laboratory science building were constructed. These two new buildings are outstanding additions to the Markham campus. The gymnasium is regularly used by the community for recreational purposes.

The entire staff, including the custodial staff, works to keep the buildings and grounds clean, free of litter and graffiti. Graffiti is removed as soon as it is discovered, and this has resulted in a drastic reduction in graffiti at the site. Community volunteer days have been a great help to keeping our campus looking beautiful.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2012				
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]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	74	64	73	74	66	74	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	74
All Student at the School	73
Male	80
Female	68
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	
White	85
Two or More Races	
Socioeconomically Disadvantaged	60
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	58	63	59	64	66	63	54	56	55
Mathematics	50	63	51	65	71	65	49	50	50
History-Social Science	53	66	64	53	66	64	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	6
Similar Schools	5	9	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-14	39	-28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	53	-28
Native Hawaiian/Pacific Islander			
White	-6	35	-28
Two or More Races			
Socioeconomically Disadvantaged	-14	52	-41
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.5	17.5	57.3

Note: 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.

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 (Most Recent Year)

Markham Middle School encourages parents to serve in any of our many groups that support the campus. Our Parent Club meets once a month and has a page on our web site as well as a Facebook page for maximizing communication. A parent Band Booster group acts under the umbrella of our Parent Club to help support our District's music program. Site Council, Budget Committee, Health Education Advisory Committee, English Learner Advisory Council, Kiwanis Builders Club, Athletics Program, etc., all have parent and community involvement within their organizations. We need and encourage our parents to become involved with our campus.

Parents have complete access to their child's grades through our Aeries ABI online grade book system. Parents are also encouraged to communicate with teachers through email. In addition we hold four days of parent-teacher-student conferences in the fall, and two days in the spring. Newsletters are sent home monthly at the end of every grading period. We make frequent use of our automated phone call system to keep parents informed of important dates and when information is being sent home with students. Announcements are posted three days a week and are emailed to parents upon request. For students needing additional support, Markham staff regularly meet with parents for Student Study Teams, Response to Intervention, Behavior Support Plans and Individual Education Plans.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	10.8	3.9	4.7	5.6	3.1	3.1	5.7	5.1	4.4
Expulsions	0.0	0.3	0.2	0.0	0.1	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The school's Emergency Operations Plan is reviewed every year during staff development days before school starts. Staff is updated on the plan and made aware of the important details in the plan. Markham practices a "Lock Down Drill", "Fire Drill" and "Bus Evacuation" during the first week of the school year with all staff and students. The Plan is always reviewed and revisions are considered after every major emergency.

Monthly evacuation emergency drills are conducted to keep students and staff attuned to safety procedures. Evacuation drills to alternate sites require staff and students to follow alternate instructions and keep staff and students flexible and responsive to most scenarios. Coaching staff is trained to administer CPR and first-aid and has gone through training in recognition of concussions. Additionally, the school nurse works one and one-half days per week assisting office personnel, staff, students, and parents with health concerns and is available by phone as needed.. Yard supervision is provided by teachers, aides, and principal before and after school and at all passing periods, breaks, and lunch.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				Avg. Class Size	2012-13			Avg. Class Size	2013-14				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	21.5	11	11	0	21	10	11	1	26	4	8	1		
Mathematics	20.9	5	7	0	20	6	5	1	26	4	7	2		
Science	28	1	7	0	24	3	5	1	28	3	9	1		
Social Science	27.9	1	7	0	22	4	5	1	28	2	9	2		

Note: 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 (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)	0.88	---
Psychologist	0.34	---
Social Worker	N/A	---
Nurse	0.08	---
Speech/Language/Hearing Specialist	N/A	---
Resource Specialist	N/A	---
Other		---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,337	\$2,494	\$5,843	\$52,522
District	---	---	\$5554	\$59,848
Percent Difference: School Site and District	---	---	5.2	-12.2
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	24.6	-21.9

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Markham has added Instructional Aide time in many areas to provide more support for students and teachers across the campus. Our Bilingual Aide time was increased to support our McKinney Vento students and our EL population. Our Special Education Aide time was increased to allow for more campus supervision without taking away service time from Special Education. We added a full-time aide position to manage our Student Support Center where students can refocus before returning to a classroom, work quietly on teacher assignments away from the classroom, get extra help when needed on academic and personal issues, and serve out teacher-assigned detentions. The library is open before and after school for tutoring and study hall to help students who are dropped off early or have to wait for rides home. Markham offers the Academic Grace Program (AGP) once a quarter after school for an hour on three days a week. The AGP program is for students on Academic Probation and is run by classroom teachers. Students focus on completing class work and online remediation in areas they are struggling. Special Education services are offered to eligible students based on the students' educational needs as specified in Individualized Education Program (IEPs) plans. Eligible students participate in the National School Lunch Program.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,409	\$41,535
Mid-Range Teacher Salary	\$52,918	\$64,101
Highest Teacher Salary	\$71,858	\$82,044
Average Principal Salary (Elementary)	\$96,119	\$104,336
Average Principal Salary (Middle)	\$85,936	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$110,816	\$155,309
Percent of Budget for Teacher Salaries	40	41
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Staff Development is provided in three full days before the school year begins and during early release time every Monday throughout the year. Staff is encouraged to pursue professional development on a regular basis and has access to site funding that will help pay for all training expenses. Professional Development is delivered through all types of training, including conferences, classes, webinars, tutoring and after school support. Staff regularly reports back to the school board about their training and how they plan on using what they have learned. Many of our staff have become trainers in a wide variety of skills and programs.

Markham currently is focusing staff development around English-Language Arts and Math instruction, with an emphasis on the Common Core State Standards (CCSS). Our staff utilizes the expertise of the District's Common Core coach who assists teachers with planning and assessments centered on the CCSS. We target many of our efforts for training to assist our English Learners and students at-risk of failure. Teachers are being trained in a wide variety of ways to better reach a growing diversity of student needs.