

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## LATROBE DISTRICT – 2009-10

### OUR SCHOOL DISTRICT

Latrobe School District is a small, rural kindergarten-8th grade district covering 35 square miles located in the southwest corner of El Dorado County. Latrobe and Miller’s Hill serve approximately 180 students. Both schools have been recognized as “special places” in this world of overcrowding and high stress. There is a warm, caring staff that looks out for each student as they might their own family.

The Latrobe School District’s educational mission is to provide a place to learn, a place to grow, a place to be safe, a place to be proud, and a place to work together. Our small size enables us to know and appreciate each individual student’s abilities and needs. Students are encouraged to become the best that they can be, meet or exceed state standards, and help each other achieve individual and group goals.

Parents are encouraged to become actively involved in the educational process. Parents readily volunteer in the classrooms, help with special events, serve on the School Site Council, Parent Teacher Club, and perform other countless acts of service making the schools the center of the community.

All these factors have resulted in Miller’s Hill School being selected for a California Distinguished School Award in 1988 and a Sustained Achievement Award in 1990, and another Distinguished School Award in 1992, in 1999, and in 2003 and 2007. In 2009, Miller’s Hill API score was 923, among the highest in El Dorado County. Latrobe School scored 942 on the API. Latrobe School District schools continue to be among the top scoring schools in El Dorado County.

### INSTRUCTIONAL MATERIALS

Latrobe School District has adopted the state standards for math, language arts, reading, social science, and science. Textbooks are purchased that meet or exceed those standards and are approved by the state of California Board of Education. Our staff carefully reviews all textbooks and selects the best texts to meet the unique needs of our small school district. The ratio of textbooks to pupils is 1:1.

Language Arts includes reading, literature, spelling, and writing. Core literature selections are designated for each grade level. A literacy plan has been developed and is being followed for grades K-8 that includes reading instruction, spelling, writing, and literature. The following texts are currently used: Reading - 6-8 McDougal Littell. Reading/Spelling/Grammar - K-5 Harcourt Brace.

Mathematics Instructional emphasis is on problem solving provided through the use of manipulatives and basic skills. The Houghton Mifflin series is used K-5. Holt Algebra is used by grades 6-8.

Social Studies: K-8 social studies instruction is specific to grade level standards. Latrobe School District has adopted texts as recommended by the California Department of Education. K-3: Harcourt; Reflections, California Series. 4-5: Pearson Scott Foresman; History-Social Science; California (It’s Revolutionary). 6-7: Pearson Prentice Hall. 8: Glencoe; American Journey.

Science K-8 science instruction is specific to grade level standards and provided through multiple instructional materials. Grades K-5 use Pearson Scott Foresman Science, and grades 6-8 use Prentice Hall Science.

All students get weekly instruction in physical education, art, technology, and public speaking in addition to their core instructional program.

### SUPPORT SERVICES

The Latrobe schools accommodate student needs with service and personnel who provide support through nursing services, school psychologist, speech/language specialist, a resource specialist teacher, and individualized modifications for student learning.

### CURRICULUM IMPROVEMENT

The staff, with community input, is involved in developing district- and school-level goals. Teachers are very involved in the curriculum, being willing to try and test alternative methods of instruction and evaluation if it will benefit students. There has been a shift toward a richer, more varied curriculum as we continue to grow and become more diverse.

Staff development activities are an integral part of the school plan and are designed to help maintain and improve

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the instructional program. Recent inservices have focused on reading instruction, writing styles articulation, writing assessment, math curriculum, and articulation between the grade levels through all curriculums.

If you have any questions regarding the information presented in this report, they may be directed to the Superintendent/Principal, Jean Pinotti, at (530) 677-0260.

## LEARNING CLIMATE

Latrobe District schools are safe and warm places for student learning. It is clearly evident that the students, teachers, and families are very serious about the business of education. Students and families are valued as an essential and important part of the schools. Opportunities for students to extend their learning are always sought and provided by the teaching staff. Students excel in map drawing contests, spelling bees, writing contests, and many other opportunities.

Statistical data regarding student performance, school facilities, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

Student behavior norms are to be on task and engaged in socially appropriate behaviors. At Miller's Hill In 2009, the suspension rate was 1% and the expulsion rate was 0. In 2008, the suspension rate was 5% and the expulsion rate was 0.8%. In 2007, the rate of suspensions was 0.8% and the rate of expulsions was 0. For the past three years, Latrobe School has had 0 suspensions and expulsions. Smiles on students' faces indicate that they enjoy being at school.

Students gain recognition for positive efforts, achievement and attendance. Our small size enables us to provide a superior learning environment with a great deal of individual attention, concern and caring.

## INSTRUCTION

Latrobe School District has been judged to have a very effective instructional program and strong educational leadership by the California State Department of Education. On-site visits were made to determine how effective our program is in serving the educational needs of all students. Equal access to core curriculum is available to all students and placement of individuals with exceptional needs is made in the least restrictive environment. As a result of these visits, we received many commendations including California Distinguished School Award in 1988, 1990, 1992, 1999, 2003, and again in 2007.

Miller's Hill School was the only middle school in the county to receive the Distinguished School Award in 2003. Our use of all available resources and the commitment and caring of the total staff particularly impressed the visiting team. Miller's Hill is the only school in the county to receive Distinguished School status six different years.

# STUDENT PERFORMANCE

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

### LATROBE

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	73	81	82	73	78	82	43	46	50
Mathematics	89	86	84	71	71	79	40	43	46
Science	0	0	0	67	85	87	38	46	50
History-Social Science	0	0	0	67	82	67	33	36	41

### MILLERS' HILL

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	72	76	83	73	78	82	43	46	50
Mathematics	66	65	77	71	71	79	40	43	46
Science	67	85	87	67	85	87	38	46	50
History-Social Science	67	82	67	67	82	67	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

## LATROBE

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
Hispanic or Latino	*	*		
Pacific Islander	*	*		
White (not Hispanic)	83	88		
Male	81	88		
Female	83	78		
English Learners	*	*		
Students with Disabilities	*	*		

## MILLER'S HILL

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Filipino	*	*	*	
Hispanic or Latino	*	*	*	*
White (not Hispanic)	84	80	88	65
Male	79	70	85	75
Female	85	82	89	*
Students with Disabilities	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1	22.2	61.1
7	19.0	9.5	57.1

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either

the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

# ACCOUNTABILITY

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

## Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the

school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank - Latrobe	2006	2007	2008
Statewide	9 *	10 *	10 *
Similar Schools	N/A	N/A	N/A

API Rank – Miller’s Hill	2006	2007	2008
Statewide	10	10	10
Similar Schools	8	10	9

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

### LATROBE

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	47	31	6	942 *

### MILLER’S HILL

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	16	3	33	917 *
White (not Hispanic)	11	12	18	928

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	Latrobe	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

AYP Criteria	Miller's Hill	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	Latrobe	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Indicator	Miller's Hill	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Latrobe District identified as a PI school.

# SCHOOL FACILITIES AND SAFETY

The district has developed policies regarding campus safety, fire drills, and playground supervision. Buildings are kept clean and well maintained. A school building maintenance plan is followed insuring that the schools are upgraded and maintained properly. Our facilities are adequate to serve our student population.

Miller’s Hill and Latrobe Schools are wired and provide Internet access to every classroom. Thanks to a committed community and parents who volunteer support, the school continues to be a place of pride for our community. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

The district has numerous “beautification” projects at the schools, from a combination of community donations and district financial support. A computer lab, library, and classrooms have been added.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces	✓				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				
<b>Overall Rating</b>	Exemplary				

# TEACHERS

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	Latrobe			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	4	4	4	14
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	--	--	--	N/A

Teachers	Miller's Hill			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	7	7	14
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	--	--	--	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### LATROBE

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### MILLER'S HILL

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Latrobe	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Miller's Hill	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-6: Houghton Mifflin 6-8: McDougal Littell	0
Mathematics	K-5: Houghton Mifflin 6-8: Holt Algebra	0
Science	K-5: Pearson Scott Foresman 6-8: Prentice Hall	0
History-Social Science	K-3: Harcourt; Reflections, California Series (2006) 4-5: Pearson Scott Foresman; History-Social Science; California (It's Revolutionary) (2006) 6-7: Pearson Prentice Hall (2006) 8: Glencoe, American Journey (2006)	0
Health	--	NA
Visual and Performing Arts	--	NA

## CLASS SIZE AND ENROLLMENT

Class sizes at Latrobe District tend to be lower than other districts within the county.

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## LATROBE

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1			20.0	1			21.0		1	
1	23.0		1		16.0	1			18.0	1		
2	19.0	1			20.0	1			20.0	1		
3	17.0	1			22.0		1		20.0	1		

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## MILLER'S HILL

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4	21.0		1		17.0	1			19.0	1		
5	24.0		1		18.0	1			18.0	1		
6	26.0		1		26.0		1		18.0	1		
4-8	29.0		1		32.0		1					

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## MILLER'S HILL

Subject	2006-07				2007-08				2008-09			
	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	24.8	1	4		19.5	5	1		19.8	4	1	

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at Latrobe School.

Grade Level	Number of Students
Kindergarten	21
Grade 1	18
Grade 2	20
Grade 3	20
Total Enrollment	79

This table displays the number of students enrolled in each grade level at Miller's Hill School.

Grade Level	Number of Students
Grade 4	19
Grade 5	18
Grade 6	20
Grade 7	23
Grade 8	22
Total Enrollment	102

### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at Latrobe School who are identified as being in a particular group.

Group	Percent of Total Enrollment
Hispanic or Latino	1.27 %
White (not Hispanic)	88.61 %
Multiple or No Response	10.13 %
English Learners	2.00 %
Students with Disabilities	9.00 %

This table displays the percent of students enrolled at Miller's Hill School who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.98 %
American Indian or Alaska Native	2.94 %
Hispanic or Latino	5.88 %
White (not Hispanic)	87.25 %
Multiple or No Response	2.94 %
Socioeconomically Disadvantaged	3.00 %
Students with Disabilities	8.00 %

## SCHOOL FINANCES

The district is funded for a school based improvement program including GATE, special education, additional services, and materials for all classrooms.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
Latrobe School	\$9,162	\$2,326	\$6,836	\$60,224
District	\$9,162	\$2,326	\$6,836	\$60,928
Percent Difference – School Site and District	--	--	--	-1.2%
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	24%	7%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
Miller's Hill	\$9,162	\$2,326	\$6,836	\$63,336
District	\$9,162	\$2,326	\$6,836	\$60,928
Percent Difference – School Site and District	--	--	--	4%
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	24%	13%

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,964	\$38,481
Mid-Range Teacher Salary	\$56,893	\$55,789
Highest Teacher Salary	\$76,325	\$70,849
Superintendent Salary	\$121,326*	\$110,994
Percent of Budget for Teacher Salaries	40.60 %	37.20 %
Percent of Budget for Administrative Salaries	11.60 %	6.60 %

\*The administrator's title is Superintendent/Principal. The salary is split 60% superintendent duties and 40% principal duties. This reflects the actual job responsibilities.