

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Miller's Hill School	District Name	Latrobe School District
Street	7900 South Shingle Road	Phone Number	(530) 677-0260
City, State, Zip	Shingle Springs, CA 95682	Web Site	www.latrobeschool.com
Phone Number	(530) 677-0260	Superintendent	Jean Pinotti
Principal	Jean Pinotti	E-mail Address	jpinotti@latrobeschool.com
E-mail Address	jpinotti@latrobeschool.com	CDS Code	09-61911-6103857

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Miller's Hill is one of two schools in the Latrobe School District.

During the 2010-11 year, 92 4th-8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Latrobe School District is a small, rural kindergarten-8th grade district covering 35 square miles located in the southwest corner of El Dorado County. Miller's Hill serves approximately 95 students. Miller's Hill School has been recognized as a "special place" 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, a Sustained Achievement Award in 1990, and further Distinguished School Awards in 1992, in 1999, and in 2003 and 2007. In 2011, Miller's Hill API score was 956, among the highest in the region. Latrobe School District schools continue to be among the top scoring schools in El Dorado County.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Latrobe School District greatly benefits from its supportive parents. The school has a strong base of parent volunteers. Parents are also welcome to join the Latrobe Parent Teacher Club.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 4	20
Grade 5	19
Grade 6	22
Grade 7	17
Grade 8	18
Total Enrollment	96

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	83.3
American Indian or Alaska Native	0	Two or More Races	7.3
Asian	1	Socioeconomically Disadvantaged	1
Filipino	0	English Learners	3.1
Hispanic or Latino	8.3	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	19	1	0	0	20	1			20	1	0	0
5	18	1	0	0	20	1			19	1	0	0
6	18	1	0	0	16	1			22	0	1	0
Other	0	0	0	0								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	22.5	0	2	0	18.5	1	1	0	17.5	2	0	0
Mathematics	22.5	0	2	0	18.5	1	1	0	17.5	2	0	0
Science	22.5	0	2	0	18.5	1	1	0	17.5	2	0	0
Social Science	22.5	0	2	0	18.5	1	1	0	17.5	2	0	0

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safety of students and staff is a primary concern of Miller's Hill. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 10/12/11 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown and Earthquake drills are held each trimester. Students are supervised before and after school by certificated staff, and certificated staff/classified staff/ supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the office.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.98	1.08	2.08	0.55	0.56	2.34
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 2011 December

Miller's Hill was originally constructed in 1983. In 2002 a major addition of a new library and three classrooms were built to augment the original school of 5 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 1 playground. The district has developed policies regarding campus safety, fire drills, and playground supervision. Buildings are kept clean and well maintained. The Superintendent/Principal works daily with the custodial staff of one full-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. A school building maintenance plan is followed ensuring that the schools are upgraded and maintained properly; Latrobe School District has one full-time maintenance employee. Our facilities are adequate to serve our student population.

Miller's Hill School is wired and Internet access is provided in 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.

Deferred Maintenance Budget

The district participated in prior years in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. In the 2010-11 school year the District chose to "flex" the monies to the general fund.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	8	8	6	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	0.24	---
Psychologist	0.032	---
Social Worker		---
Nurse	0.032	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)		---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2011 December

Latrobe School District held a public hearing on September 20, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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 McDougal (6-8) Adoption Year 2009 Houghton Mifflin (4-5) Adoption Year 2003	Yes	0.0%
Mathematics	Holt (6-8) Houghton Mifflin (4-5) Adoption Year 2008	Yes	0.0%
Science	Prentice Hall (6-8) Scott Foresman (K-5) Adoption Year 2007	Yes	0.0%
History-Social Science	Glencoe (8) Pearson/Prentice Hall (6-7) Pearson Scott Foresman (4-5) Adoption Year 2006	Yes	0.0%
Foreign Language			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10,814	\$2,251	\$8,563	\$66,713
District	---	---	\$8,513	\$63,104
Percent Difference: School Site and District	---	---		2.50%
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	---	24.06%	9.78%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general state funding, Miller's Hill receives state and federal funding for the following categorical funds and other support programs:

- Federal Title I
- Title IIA
- State EIA

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,964	\$38,744
Mid-Range Teacher Salary	\$56,893	\$55,509
Highest Teacher Salary	\$76,325	\$70,567
Average Principal Salary (Elementary)	\$84,928	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$36,398	\$109,381
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	15%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	83	87	93	82	83	90	49	52	54
Mathematics	77	78	86	79	81	88	46	48	50
Science	87	90	89	87	90	89	50	54	57
History-Social Science	67	75	83	67	75	83	41	44	48

* 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	90	88	89	83
All Student at the School	93	86	89	83
Male	93	91	93	0
Female	94	82	86	82
Black or African American				
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	95	87	90	79
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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 Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.3	15.8	73.7
7	22.2	33.3	44.4

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	9		

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	33	12	28
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	18	11	22
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	91	956	132	946	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	1		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	8		10		2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	75	959	109	949	1,258,831	845
Two or More Races	7		12	951	76,766	836
Socioeconomically Disadvantaged	1		1		2,731,843	726
English Learners	3		4		1,521,844	707
Students with Disabilities	10		15	776	521,815	595

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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Counseling & Support Staff

It is the goal of Miller's Hill to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers five staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.