

Portola Valley School District
Corte Madera School
Grade Four through Eight
*A California Distinguished School * A National Blue Ribbon School*
School Accountability Report Card

2006-2007

School Profile

Corte Madera School is one of two elementary/middle schools in the Portola Valley School District. Curriculum is focused on California State Standards. Corte Madera is actively working to produce 21st century citizens who will have the strong academic, critical thinking, and problem-solving skills needed to be innovators for the future. Additionally, an appreciation for the arts, intellectual curiosity, personal responsibility, and a commitment to service help our students navigate a diverse and rapidly changing world.

During 2006/07, 355 4th-8th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Mission Statement

Portola Valley School District provides an excellent education for all students. Capitalizing upon our unique partnership among teachers, support staff, parents, and community, we create powerful learning opportunities that challenge all students to: meet the District's standards of excellence, become ethical leaders in school and community, and make positive contributions to a diverse and changing world. -- January 2006

Principal's Message

Corte Madera School has a well-earned reputation for high standards, academic excellence, and strong preparation for the challenges of secondary education. While we serve students in grades 4 through 8, our small size allows us to maintain the intimacy of a neighborhood school. Our schools' real strengths are our bright, hardworking students, outstanding parental support and our exceptional and dedicated staff. The State of California has recognized the excellence at Corte Madera by naming it as a California Distinguished School, most recently in 2007, and the Federal Government has further honored Corte Madera by recognizing it as a National Blue Ribbon School in 2002. Despite these accomplishments, we are constantly searching for ways to improve our school. In addition to our continued commitment to academic excellence, we are focusing on character education and community building so that we may create a school environment that is nurturing, friendly, and respectful.

-- Joel Willen, Principal

Contact Information

Parents or community members who wish to participate in Corte Madera School's PTO and/or SSC leadership teams, school activities, or to become volunteers may contact the school office at (650) 851-1777 x2251, or visit the District website at <http://www.pvsd.net>.

The Portola Valley Schools Foundation may be contacted at: (650) 851-1777 x3011, or by visiting the PV Schools Foundation website at <http://pvschoolsfoundation.org>.

Governing Board Members

During the 2006/07 school year, the Portola Valley School District was governed by the following Board of Trustee members: Don Collat, Donna Carano, Teresa Godfrey, Karen Jordan and Ray Villareal.

School Leadership

Leadership at Corte Madera School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 3 years, leadership duties were assumed by Principal Joel Willen. Principal Willen has 41 years of experience in education with positions as teacher and administrator. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: PTO, SSC, EPREP Committee, Portola Valley Schools Foundation, and the Strategic Planning Team.

Parent Involvement

The Portola Valley School District has tremendous parent and community support. The district-wide Parent Teacher Organization (PTO) is very active in volunteer work, parent education, and child advocacy. The PTO, the School Site Council (SSC), as well as the Portola Valley Schools Foundation, provide funding and resources to enhance the school and its programs. This includes funding for classroom aides, parent education forums, instructional support, school breakfasts, barbeques and banquets, and a wide variety of theme and spirit days. The school also benefits from several community partnerships, including with the Town of Portola Valley.



Student Enrollment by Ethnic Group

2006-07	%
African American	2.8
American Indian	0.3
Asian	7.6
Caucasian	76.6
Filipino	0.8
Hispanic	9.3
Pacific Islander	1.4
Multiple or No Response	1.1

Enrollment by Grade

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
4th	73	77	86
5th	80	73	76
6th	63	62	70
7th	90	59	63
8th	56	89	59

Enrollment by Program

During the 2006/07 school year 355 students were enrolled at Corte Madera School, of which 10% were students with disabilities and 7% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraeducators. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms containing:											
	Average Class Size			1 - 20 Students			21-32 Students			33+ Students		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
By Grade Level												
4th	18	19	21	4	4	0	0	0	4	0	0	0
5th	20	18	19	4	4	4	0	0	0	0	0	0
by Subject Area												
English	20	18	20	9	9	5	1	3	5	0	0	1
Math	16	17	19	12	12	8	1	3	5	0	0	1
Science	21	19	23	8	9	2	2	2	7	0	0	1
Social Studies	21	19	23	8	8	3	2	3	6	0	0	1

Discipline and Climate for Learning

Students at Corte Madera are encouraged to treat students, staff, school property and themselves with respect. The school adheres to basic student rules and policies outlined in the Student Directory which is available at the beginning of each school year. Student rights and responsibilities and specific behavior expectations for each grade level are also outlined in the Directory. The Tuesday Post, the school newsletter, is distributed weekly to update parents and students of any special events or changes in policy. Students, parents and staff work hard to ensure a safe and orderly learning environment for all students. Well managed classrooms, clearly defined expectations and consequences for poor choices have resulted in an environment where learning can flourish. Corte Madera models high personal standards, sends positive messages, and expects the best from everyone. The discipline plan provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for poor behavior. Students help resolve issues through a peer-to-peer conflict resolution program, which empowers students to resolve their own conflicts.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program.

	Suspensions & Expulsions					
	Corte Madera			District*		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	9	13	13	10	15	14
Suspension Rate	2.48%	3.66%	3.66%	1.48%	2.20%	2.06%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* District numbers are for entire district

Instructional Time (Includes Shortened Days)

For the 2006/07 school year, Corte Madera Middle School offered 180 days of instruction, comprised of 151 regular days, 10 shortened days utilized for parent/teacher conferences, and 17 shortened Wednesdays. Two additional shortened days occurred: one on the day prior to Winter Break and another on the final day of school. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade.

Instructional Minutes by Grade Level

	Minutes Required	Actual Minutes
4th	54,000	57,592
5th	54,000	57,592
6th	54,000	63,614
7th	54,000	63,614
8th	54,000	63,614

Instructional Materials

The Portola Valley School District held a Public Hearing on October 4, 2006, and determined that each school within the District has 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 State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed 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.

District-Adopted Textbooks

	Subject	Publisher	Adoption Year	Sufficient
4th	History/Social Studies	Scott Foresman - Standards Aligned	2006	Yes
5th	History/Social Studies	Oxford University	2006	Yes
4th-5th	Mathematics	Everday Math	2004	Yes
6th-8th	Mathematics	Prentice Hall	2006	Yes
4th-5th	Reading/Language Arts	Houghton Mifflin	2000	Yes
6th-8th	Reading/Language Arts	Scott Foresman	1998	Yes
4th-5th	Science	Foss Science Kits - Standards Aligned	2007	Yes
6th-8th	Science	Glencoe	2007	Yes

Computer Resources

All Corte Madera students have equal access to on-campus technology. The school has two state-of-the-art computer labs which classes use throughout the day and students can access before and after school and at lunchtime. Each lab is equipped with iMac Apple computers and accompanying peripherals. Destiny Library Manager, a web-based catalog system, provides students and teachers personalized access to the library catalog from school or home. All students 4th-8th use Microsoft Word, PowerPoint, and Excel, and surf the web with Safari and Firefox. Grades 4-5 use Inspiration, a graphic organizer, and most 4th and some 5th-8th grade students expand typing skills with Type To Learn. Grade 7 science uses a web-based application to create and manage (fictitious) stock portfolios for the Stock Project. Web-based programs include E-M (Everyday Math) and ALEKS in grade 4, and Agile Mind in Powerpoint/Flash, and Adobe Creative Suite and customized plug-ins by Herff-Jones (yearbook only). The Spanish Bi-Literacy Exchange uses iMovie and Dreamweaver.

Safe School Plan

The safety of students and staff is a primary concern of Corte Madera School. The school complies 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 10/5/2006 by the E-Prep Committee. All revisions were communicated to 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. Students are supervised before and after school by certificated staff, classified staff, and the principal. Parent volunteers, certificated staff, classified staff, and the Principal help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must obtain a visitors' badge before entering the campus.

Curriculum Development

All Corte Madera students experience a curriculum fully aligned with state content standards and frameworks. Curriculum is exclusively taught with SBE-adopted instructional materials with one exception: a district waiver for Everyday Math. Grade level and subject area teams work within content standards to ensure a balanced, comprehensive, integrated program, enriched and tailored to accommodate diverse needs.

Technology

The Portola Valley School District uses PowerSchool to automate district administrative tasks and maintain student records. All 6th-8th grade teachers use PowerGrade, the associated grade book component, to record assignments and scores for all students in all classes. A parent portal makes selected PowerSchool/PowerGrade data available at home to students and parents.

Destiny Library Manager, a web-based catalog system, provides students and teachers personalized access to the library catalog from school or home.

GATE

Corte Madera School's GATE (Gifted and Talented Education) program is designed to challenge students who have displayed excellent academic and artistic skills and meet qualifying criteria. The program provides differentiated curriculum in the regular classroom. GATE students are selected on the basis of test scores and staff recommendations.

Individualized Instruction

Special needs students at Corte Madera School are identified early and appropriate interventions are used by classroom teachers and school staff. Students who continue to exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches.

The school's Resource Specialist Program (RSP) provides educational options based on Individual Education Plans (IEP) that outline specific learning goals and objectives. Speech/Language Therapy and Adaptive PE are provided by district specialists. Whenever possible, special needs students are "mainstreamed" into traditional classrooms.

Library Information

The Library Media Center Program is an invaluable resource for all members of the Corte Madera School community and a hub of student activity throughout the day (7:30am – 4:30pm). Up to 2 ½ classes can work simultaneously at the Center's 12 workstations, 9 tables, and welcoming reading area with 3 couches and 10 rocking chairs. Students with disabilities use the library for small-group and 1:1 instruction and have access to all resources. The library has multiple copies of books on tape for all core literature, along with audio tape recorders, CD and DVD players, and Epson projectors. Staffed by a full-time credentialed library media specialist, a part-time aide, and parent volunteers, the Library Media Center offers an age-appropriate collection of reference materials, magazines, and over 12,000 books for students, as well as a wide array of home-accessible online resources and professional materials for teachers. The library's demand-driven acquisition strategy ensures that the collection fully supports the standards-based curriculum and meets the academic needs and recreational interests of the school community. Special collections support grade-level research. The library also provides a Spanish language collection and a class-size set of Spanish dictionaries. Collaboration between the librarian and 6-8th English Language Arts teachers created the New Fiction Project to purchase new fiction to encourage students to read for pleasure. The community's strong commitment to diversity is reflected in the Center's African Book Project and in its diverse materials including dictionaries in 13 languages and Sign Language.

District Revenue Sources

As a Basic Aid school district, the District receives the bulk of its financial support from local property taxes. Such taxes account for 70% of all District revenue. Federal and State categorical program revenue account for 9% of all revenue. Annual contributions from the Portola Valley Schools Foundation reflect 8% of all revenue and other local revenue, including the Parcel Tax, accounts for the remaining 13%.

Counseling and Guidance Services

Guidance and Counseling services are available to each student at Corte Madera. The Guidance and Counseling program is designed to provide students with support in the domains of academic, social/emotional, and career development. The Guidance Counselor at Corte Madera offers individuals and groups of students academic, behavioral, and emotional counseling. Class discussions and group presentations are also offered in the areas of problem solving, positive peer relationships, and communication. The Guidance Counselor also oversees the Student Assistance Program, which supports the Student Study Team, 504 accommodations, and additional student support plans. The counselor to pupil ratio is 1:355.

At Risk Interventions

Using STAR and local assessment data, students who are not yet proficient in content areas are referred to a variety of support programs. In the 4th & 5th grades, extra aide time is provided to support one-on-one instruction within the classroom. In the 6-8th grade Language Arts classes, an extra writing tutor is available to work with students on a one-on-one or small group basis.

A Math Support class is available in grades 6-8 as an additional elective for those students who are not yet proficient in math. Students are placed in these classes based on teacher recommendation, CST scores and local assessments. A math mastery map has been developed to identify the gaps in a student's arithmetic skills in grades 6-8. Upon determining these gaps, lunchtime tutorials are set up to assist these students.

Student Study Teams are held frequently by the counselor, psychologist, teachers, student and parents to discuss the students' strengths, concerns, and to devise an action plan for student success.

District Expenditures (Fiscal Year 2006-2007)

Portola Valley Elementary School District spent an average of \$14,512 to educate each student in the 2006/07 school year:

District:

Total dollars expended: \$9,545,872

Dollars expended per student (ADA): \$14,512

State of California:

Districts in the same category (Elementary)

Dollars expended per student (ADA): \$6,897

All Districts:

Dollars expended per student (ADA): \$7,127

Detailed information regarding expenditures may be found at the CDE website at: <http://www.cde.ca.gov/ds/fd/ec/documents/currentexpense0405.xls>

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results							
All Students	Base				Growth		
	2004-05	2005-06	2006-07		2004-05	2005-06	2006-07
API Score	929	935	939	API Growth Score	935	944	947
Growth Target	A	A	A	Actual Growth	6	9	8
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	9				
Subgroups							
Caucasian							
Base API Score	940	947	955	API Growth Score	947	960	968
Growth Target	A	A	A	Actual Growth	7	13	13

A = Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- API as an additional indicator.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacement of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Corte Madera			District	
Made Overall AYP	YES		YES	
Met AYP Criteria	English-Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

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 (English/Language Arts 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. The Portola Valley School District has no schools currently in or identified for PI.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT-6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	7th Grade			7th Grade		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
All Students						
Corte Madera	89	85	95	87	82	98
PVSD	89	85	95	87	82	98
California	46	46	47	49	50	51
Males						
Corte Madera	88	79	91	93	82	97
PVSD	88	79	91	93	82	97
California	42	42	43	49	51	52
Females						
Corte Madera	89	95	100	83	82	100
PVSD	89	95	100	83	82	100
California	50	50	50	49	50	51
Caucasian						
Corte Madera	90	92	98	87	92	98
PVSD	90	92	98	87	92	98
California	65	66	66	67	68	69
Students with Disabilities						
Corte Madera	45	58	*	45	67	*
PVSD	45	58	*	45	67	*
California	13	14	14	14	15	15

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup

CST (California Standards Test)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. **Summative scores are not available for Math (grades 8-11), and Science (available for grades 5 and 8 only).**

For results on course specific tests, please see <http://star.cde.ca.gov>.

	Language Arts						Math					
	4th Grade			5th Grade			4th Grade			5th Grade		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
All Students												
Corte Madera	86	97	87	90	84	94	69	97	77	91	89	98
PVSD	86	97	87	90	84	94	69	97	77	91	89	98
California	47	49	51	43	43	44	50	54	56	44	48	49
Males												
Corte Madera	78	96	83	83	78	92	73	96	70	86	89	100
PVSD	79	96	83	83	77	92	73	96	70	86	89	100
California	44	46	48	39	40	41	50	54	56	43	48	48
Females												
Corte Madera	94	100	92	95	92	97	65	100	85	95	89	93
PVSD	95	100	92	95	91	96	65	100	85	95	89	93
California	52	54	55	46	47	48	51	55	58	45	48	49
Caucasian												
Corte Madera	89	97	95	92	89	94	70	97	85	92	93	97
PVSD	90	97	94	92	89	93	71	97	85	92	93	97
California	68	69	71	63	63	64	65	68	70	58	64	63
Students with Disabilities												
Corte Madera	69	*	45	55	58	*	54	*	18	45	75	*
PVSD	69	*	45	54	59	*	54	*	18	45	75	*
California	19	20	21	15	14	15	22	25	27	17	18	19

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup

CST (California Standards Test)

	Language Arts									Math					
	6th Grade			7th Grade			8th Grade			6th Grade			7th Grade		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
	All Students														
Corte Madera	80	87	84	92	82	95	92	82	95	77	85	79	80	76	90
PVSD	80	87	84	92	82	95	94	82	95	77	85	79	80	76	90
California	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39
Males															
Corte Madera	76	84	76	90	79	91	95	85	79	79	87	82	80	76	88
PVSD	76	84	76	90	79	91	96	85	79	79	87	82	80	76	88
California	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39
Females															
Corte Madera	87	90	89	93	86	100	94	98	87	74	83	76	80	77	94
PVSD	87	90	89	93	86	100	94	98	87	74	83	76	80	77	94
California	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38
Caucasian															
Corte Madera	85	90	87	94	92	96	98	92	89	83	88	83	84	85	91
PVSD	85	90	87	94	92	96	98	92	89	83	88	83	84	85	91
California	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54
Students with Disabilities															
Corte Madera	45	*	*	45	42	*	*	*	*	45	*	*	36	50	*
PVSD	45	*	*	45	42	*	*	*	*	45	*	*	36	50	*
California	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9

	Science					Social Science		
	5th Grade			8th Grade		8th Grade		
	2004-05	2005-06	2006-07	2005-06	2006-07	2004-05	2005-06	2006-07
All Students								
Corte Madera	88	76	91	71	85	83	83	80
PVSD	88	76	91	71	85	83	83	80
California	28	32	37	38	42	31	34	35
Males								
Corte Madera	83	83	90	78	85	76	90	82
PVSD	83	83	90	78	85	76	90	82
California	32	34	38	41	45	33	36	36
Females								
Corte Madera	92	69	93	66	83	88	76	78
PVSD	92	69	93	66	83	88	76	78
California	26	30	35	34	41	30	31	33
Caucasian								
Corte Madera	91	81	95	72	94	85	82	91
PVSD	91	81	95	72	94	85	82	91
California	49	52	58	55	60	47	51	52
Students with Disabilities								
Corte Madera	55	67	*	*	*	*	*	*
PVSD	54	67	*	*	*	*	*	*
California	12	14	16	11	13	9	10	10

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subject areas.

NCLB Compliant Teachers

	Core Academic Courses Taught by NCLB Compliant Teachers	Core Academic Courses Taught by Non-NCLB Compliant Teachers
Corte Madera	100%	0%
PVSD	100%	0%
High-Poverty Schools in PVSD	N/A	N/A
Low-Poverty Schools in PVSD	N/A	N/A

Teacher Assignment

The Portola Valley School District recruits and employs the most qualified credentialed teachers. For the 2006/2007 school year, Corte Madera School had 27 fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

Teacher Credential Status

	Corte Madera				District
	2004-05	2005-06	2006-07	2007-08	2006-07
Fully Credentialed	29	28	27	28	51
Not Fully Credentialed	0	1	0	0	0
Working Outside Subject	0	0	0	0	0
Misassignments: Teachers of EL students	0	0	0	0	0
Total Misassignments	0	0	0	0	0
Vacant Teacher Positions	0	0	0	0	0

School Site Teacher Salaries

Average Teacher Salaries

Portola Valley School District

Corte Madera: \$81,225

PVSD: \$81,953

School and State

All Elementary School Districts: \$52,375

Substitute Teachers

The Portola Valley School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Corte Madera Middle. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, other credentialed teachers cover during their prep periods.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal Joel Willen, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

The Portola Valley School District offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Staff Development

The Corte Madera Staff Development program is funded by District, Title II, GATE, Special Education, Service Learning and SSC funds. The program targets curriculum standards, differentiated instruction, and strategies for helping all students gain or exceed proficiency. Training topics are identified by analysis of disaggregated student data from multiple assessments, staff input, and the School Site Council Survey. The district dedicated 5 days to staff development annually for the past three years.

Average Salary Information

Teachers -- Principal -- Superintendent

	2004-05	
	District	State
Beginning Teachers	\$45,764	\$35,546
Mid-Range Teachers	\$63,530	\$51,472
Highest Teachers	\$95,926	\$62,511
Elementary Principals	\$108,615	\$78,512
Middle School Principals	\$114,063	\$82,123
Superintendent	\$155,400	\$94,827

Salaries as a Percentage of Total Budget

Teacher Salaries	43.7%	38.9%
Administrative Salaries	7.8%	6.4%

School Facilities

Corte Madera Middle School was originally constructed in 1960 and is comprised of 25 classrooms, 1 multipurpose room/gym, 1 library, 1 staff lounge, 2 computer labs, and 1 large playground.

Two local bond measures have allowed for a complete renovation of the campus. The renovation project was completed in the 2002-03 school year and brought four new areas to the site: an administration/library wing, two new classroom wings (Fine Arts and Science), and a new District Office. Additional upgrades include complete renovation of all existing classrooms and playground areas, as well as the addition of the new Special Education classrooms, sports playing field, and a field house which includes a concession area and storage space.

Cleaning Process: The principal works daily with the custodial staff (3 full-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for both schools in the district. A summary of these standards are available at the district office for review. **Maintenance and Repair:** District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

The district participates 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. For the 2005/06 school year the district allocated \$51,228 for deferred maintenance program. This represents less than 1% of the district's general fund budget. During the 2005/06 school year, the district's governing board did approve deferred maintenance projects for the school, which included roof replacement projects.

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site. State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2005-06 data in most cases.

Therefore, 2004-05 data are used for report cards prepared during 2006-07.

Physical Fitness

The Corte Madera Physical Education programs in all five grades cover health and nutrition, focusing particularly on the relationship between health and fitness. Topics include the Food Pyramid, Diseases, Body Composition, and First Aid and CPR. PE students work to achieve yearlong fitness goals set jointly by the student and PE teacher early in the fall.

In the spring of each year, Corte Madera Middle School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. 2006-07 test results have not yet been released by the State.

School Facility Conditions

Overall Summary of School Facility Conditions: *Exemplary*

Date of last inspection: 5/1/2007

Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			N/A
Mechanical Systems	X			N/A
Windows/Doors/Gates/Fences (Interior and Exterior)	X			N/A
Interior Surfaces (Floors, Ceilings, Walls, Window Casings)	X			N/A
Hazardous Materials (Interior and Exterior)	X			N/A
Structural Damage	X			N/A
Fire Safety	X			N/A
Electrical (Exterior and Interior)	X			N/A
Pest/Vermin Infestation	X			N/A
Drinking Fountains (Inside and Outside)	X			N/A
Restrooms	X			N/A
Sewer	X			N/A
Roofs (Observed from the ground, inside and outside the building)	X			N/A
Playground and School Grounds	X			N/A
Overall Cleanliness	X			N/A