

Middletown High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Bill Roderick, Principal

 Principal, Middletown High

About Our School

Middletown High School is a school that is proud of its academic, athletic and performing arts success. We are a community based school that produces students who are able to navigate and succeed in the 21st century.

Contact

Middletown High
20932 Big Canyon Rd.
Middletown, CA 95461-0338

Phone: 707-987-4140
E-mail: bill.roderick@middletownusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Middletown Unified	School Name	Middletown High
Phone Number	(707) 987-4100	Street	20932 Big Canyon Rd.
Superintendent	Catherine Stone	City, State, Zip	Middletown, Ca, 95461-0338
E-mail Address	catherine.stone@middletownusd.org	Phone Number	707-987-4140
Web Site	www.middletownusd.org	Principal	Bill Roderick, Principal
		E-mail Address	bill.roderick@middletownusd.org
		County-District-School (CDS) Code	17640551736008

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Middletown High School will provide each student with the opportunity to achieve the maximum growth of which he or she is capable, in order to become a competent adult in a changing world. The school program is directed to helping each student develop a feeling of self-worth, to be able to make decisions and accept responsibility for them, to understand change and how it may be influenced, to recognize the variety of cultural heritages, to develop a commitment to the attainment of a more democratic society and to live in harmony with our environment.

Expected School-wide Learning Results

Be able to resolve problems and justify their positions:

- Students will create a project, devise a plan, and bring it to completion.
- Students will analyze a situation, take a stand, and defend their position in a variety of ways.

Effective communication skills:

- Students will demonstrate effective communication through oral, visual, and written expression.
- Students will demonstrate active listening skills.

Be capable of independently accessing information:

- Students will determine what information is relevant, valid, and appropriate to their task.
- Students will know how to locate subject specific information.
- Students will complete research activities by effectively using a variety of resources.

Be able to formally evaluate their efforts:

- Students will complete a self-evaluation at the end of projects, units, or performance based projects, and will identify steps to improve their performance.
- Students will be able to regularly review their transcripts, chart progress, towards graduation, and determine what is necessary to reach their future goals.

Demonstrate academic skills:

- Students will meet state curriculum standards.

Exhibit skills necessary to become responsible and valuable citizens:

- Students will respect individual differences.
- Students will resolve conflicts in a responsible manner.
- Students will respect others, property, and self.
- Students will contribute, positively, to the community.

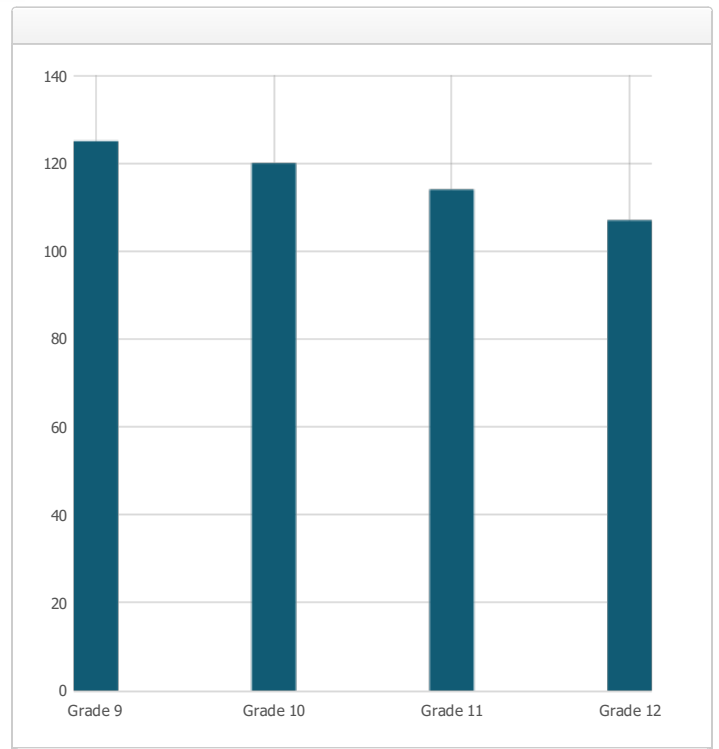
Be aware of the mental, physical, social, and emotional elements of well being:

- Students will active and successful team members and academic and extra curricular activities.
- Students will be respectful and tolerant of individual differences.
- Students will interact and behave in appropriate and acceptable ways.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	125
Grade 10	120
Grade 11	114
Grade 12	107
Total Enrollment	466



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	1.3 %
Asian	0.2 %
Filipino	0.4 %
Hispanic or Latino	21.0 %
Native Hawaiian or Pacific Islander	0.6 %
White	71.9 %
Two or More Races	3.0 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.7 %
English Learners	5.6 %
Students with Disabilities	10.7 %
Foster Youth	0.2 %

Last updated: 1/31/2017

A. Conditions of Learning

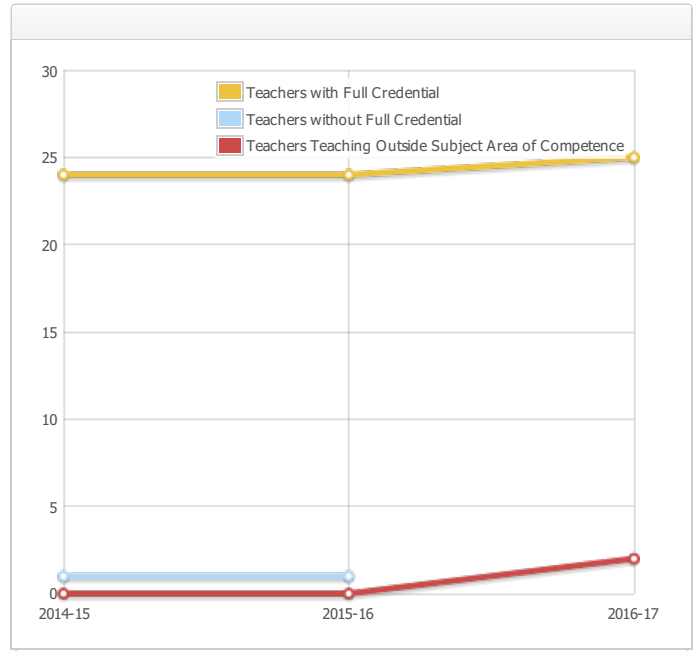
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

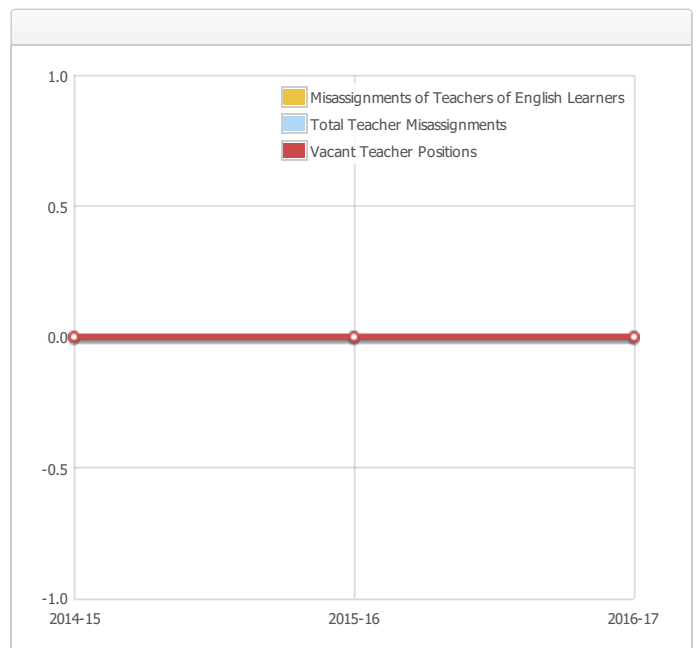
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	25	74
Without Full Credential	1	1		2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	3



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	88.0%	12.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eng 9 - Language of Literature McDougal Littell Eng 10 - Literature McDougal Littell Eng 11 - Literature McDougal Littell Honors 11 - England in Literature McDougal Littell Eng 12 - Literature McDougal Littell AP Eng - Welcome to World Lit	Yes	0.0 %
Mathematics	Geometry - Geometry McDougal Littell Alg 2 - Algebra 2 McDougal Littell Pre-Calculus - Pre-Calculus Pearson Calculus - Calculus Pearson Integrated 1, 1A, 1B - Integrated 1 Carnegie Learning Integrated 2 - Integrated 2 Carnegie Learning Integrated 3 - Integrated 3 Carnegie Learning	Yes	0.0 %
Science	Biology/Ag Bio - Biology Prentice Hall Earth Science/Ag Science - Earth Science Prentice Hall AP Env Sci - Environmental Science Wiley Physics - Physics Glencoe Chemistry - Chemistry Prentice Hall Anat and Phys - Essentials of Anatomy and Physiology Pearson	Yes	0.0 %
History-Social Science	World Hist - Modern World History McDougal Littell US Hist - The American Vision Glencoe Civics - MacGruder's American Government Prentice Hall AP US History - Out of Many Pearson Econ - Economics - Concepts and Choices Holt / McDougal	Yes	0.0 %

Foreign Language	Spanish 1 - Advancemos 1 Holt McDougal Spanish 2 - Advancemos 2 Holt McDougal Spanish 3 - Expresate 3 Holt McDougal AP Spanish - Una Vez Maz Pearson AP Spanish - Mundo 21 Cengage Learning	Yes	0.0 %
Health	Health - Lifetime Health Holt	Yes	0.0 %
Visual and Performing Arts	The Art of Floral Design - Thompson Learning Music It's Role and Importance in our Lives - Glencoe	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/6/2017

School Facility Conditions and Planned Improvements

The MUSD maintenance staff continues to work week-in and week-out to maintain our campus so it is a safe and accessible learning environment for all students. There is a plan and system in place to report and address maintenance and custodial needs. Issues and needs are prioritized with the health and safety of students, staff and [arents always being the priority. All issues that create a safety concern for students, staff and visitors are immediately addressed to make sure the facility is deemed safe.

Last updated: 2/6/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 2/6/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	51.0%	48.0%	48.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	35.0%	19.0%	36.0%	30.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/6/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	104	95.4%	51.0%
Male	53	49	92.5%	53.1%
Female	56	55	98.2%	49.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	95.5%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	76	95.0%	57.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	62	93.9%	45.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/6/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	107	98.2%	18.7%
Male	53	52	98.1%	21.2%
Female	56	55	98.2%	16.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	78	97.5%	23.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.5%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/6/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	55.0%	48.0%	60.0%	64.0%	64.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 2/6/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	125	118	94.4%	48.3%
Male	64	59	92.2%	57.6%
Female	61	59	96.7%	39.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	24	23	95.8%	26.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	97	91	93.8%	56.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	91	87	95.6%	48.3%
English Learners	--	--	--	--
Students with Disabilities	15	13	86.7%	23.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 2/6/2017

Career Technical Education Programs (School Year 2015-16)

Middletown High School offers extensive courses in the following fields:

Business Department

Business Computers, Digital Arts, Accounting, CISCO Networking, Computer Repair, Desktop Publishing and Intro to Business Law, ROP Office Skills, ROP Office Practice

Ag/Vocational Education

Ornamental Horticulture, Vet Medicine, Animal Anat/Phys, Woods, Metals, Ag Mechanics, Advanced Ag Mechanics, Ag Science, Ag Biology, Intro to Viticulture, Vineyard Management

Last updated: 2/6/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	254
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	5.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	60.0%

Last updated: 2/6/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	78.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36.5%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.2%	24.4%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/6/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

The following areas are part of our WASC self study in regards to parent and community involvement:

A parent newsletter will be mailed home. It will include dates of meetings and opportunities for involvement, and curriculum/program information. We also have a website that is regularly updated in addition to sending out critical information for parents to our e-mail list. Regular opportunities are:

School Site Council.

Back to School Night

Open House

Golden Mustang Awards

Senior Awards Night

Welcome Back Day

Clearance Day

Middletown Sports Boosters

ELAC

State Priority: Pupil Engagement

Last updated: 2/6/2017

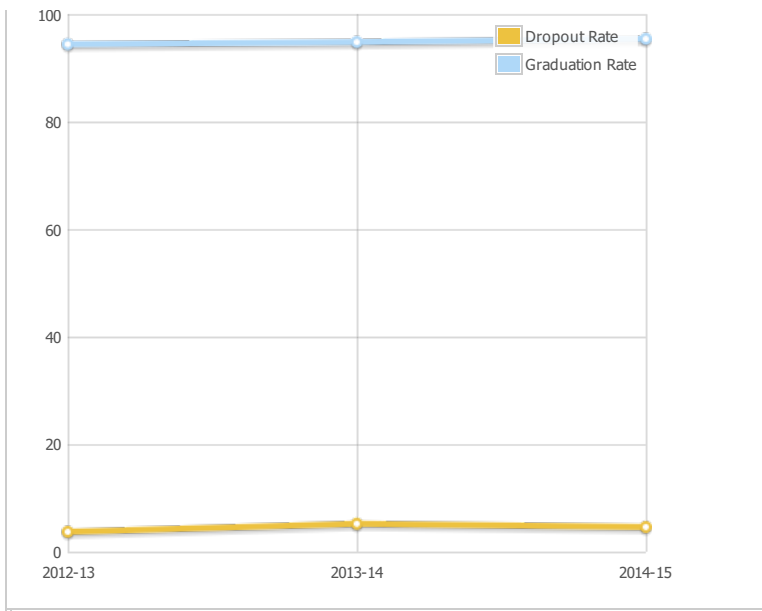
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.7%	5.2%	4.6%	6.2%	8.5%	7.9%	11.4%	11.5%	10.7%
Graduation Rate	94.40	94.80	95.40	92.30	90.80	92.10	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/6/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	98	99	85
Black or African American	100	100	77
American Indian or Alaska Native	0	0	75
Asian	100	100	99
Filipino	0	0	97
Hispanic or Latino	92	93	84
Native Hawaiian or Pacific Islander	100	100	85
White	100	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	93	98	77
English Learners	80	100	51
Students with Disabilities	80	100	68
Foster Youth	--	--	--

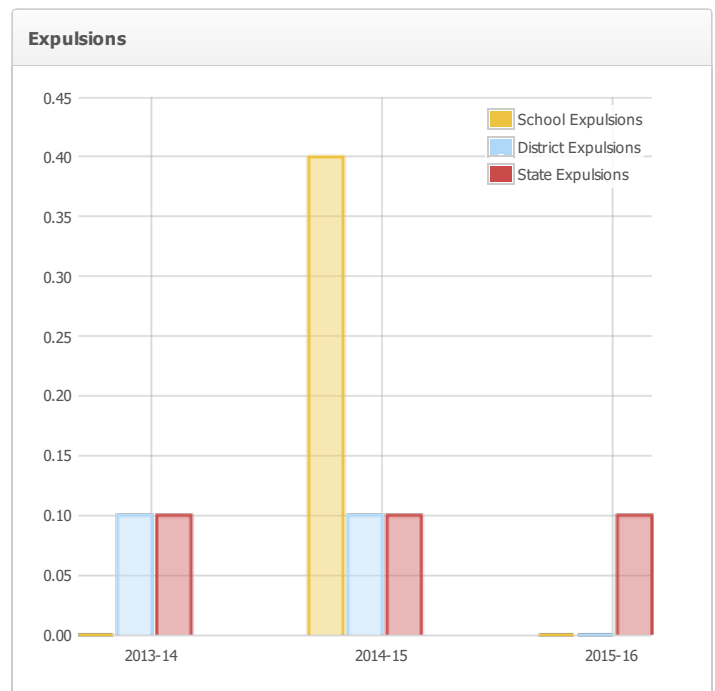
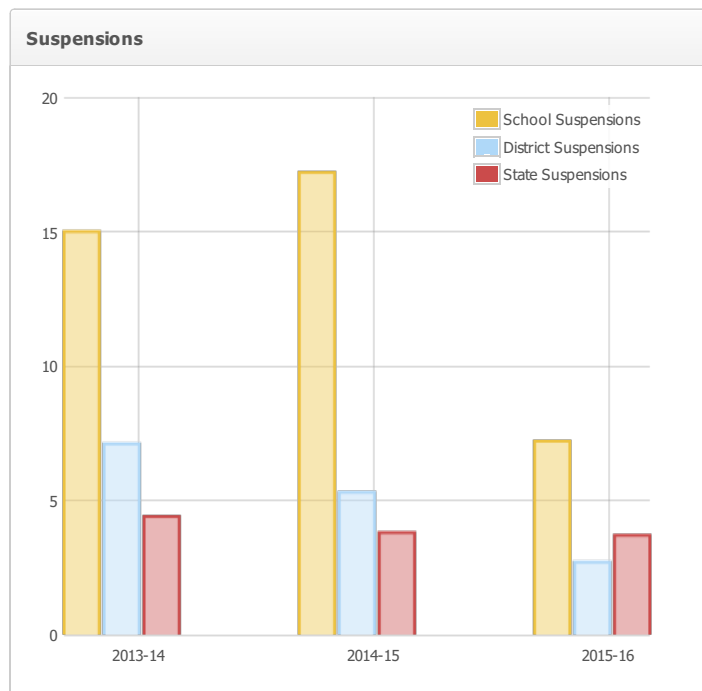
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	15.0	17.2	7.2	7.1	5.3	2.7	4.4	3.8	3.7
Expulsions	0.0	0.4	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 2/6/2017

School Safety Plan (School Year 2016-17)

Middletown Middle School has developed a Safe School Plan with collaboration of administration, teachers, support staff, local emergency personnel and local law enforcement. MHS eachers have been trained in "Emergency Response" and many are certified in CPR and First Aid. Teams are continually being developed and trained in emergency preparedness. Students are also trained in emergency procedures at school. Safety drills are held to provide students training and practice in emergency procedures. Emergency Response Training's are conducted every year at each school site and a major training involving Lake County Emergency Response, Fire, Sheriffs and CHP is conducted at school sites on a 3 year rotation. All of the district buses are equipped with full time video cameras to monitor behavior and ensure safety. One security staff member is on duty before school, at lunch and after school to help further ensure the students' safety. The school facility is a Drug Free Zone. Rules are strictly enforced. School science laboratories and vocational shops store chemicals and paint in a safe, secure, and locked manner. Safety procedures are in place to provide a safe environment for students to learn. A copy of the district Emergency Response plan can be accessed at the Middletown Unified District Office. The site emergency response plan is approved each spring by the school site council and can be found in the front office.

Last updated: 2/6/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 2/6/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	13	11	0	17.0	15	8	0	19.0	13	11	0
Mathematics	17.0	11	4	0	16.0	9	8	0	24.0	2	12	0
Science	20.0	4	5	0	18.0	5	5	0	21.0	5	9	0
Social Science	16.0	7	6	0	15.0	9	3	0	20.0	6	7	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.

Last updated: 2/6/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	466.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/6/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9458.0	\$1708.0	\$7750.0	\$63340.0
District	N/A	N/A	\$0.0	\$60924.0
Percent Difference – School Site and District	--	--	17.0%	1.0%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	--	7.0%

Note: Cells with N/A values do not require data.

Last updated: 2/9/2017

Types of Services Funded (Fiscal Year 2015-16)

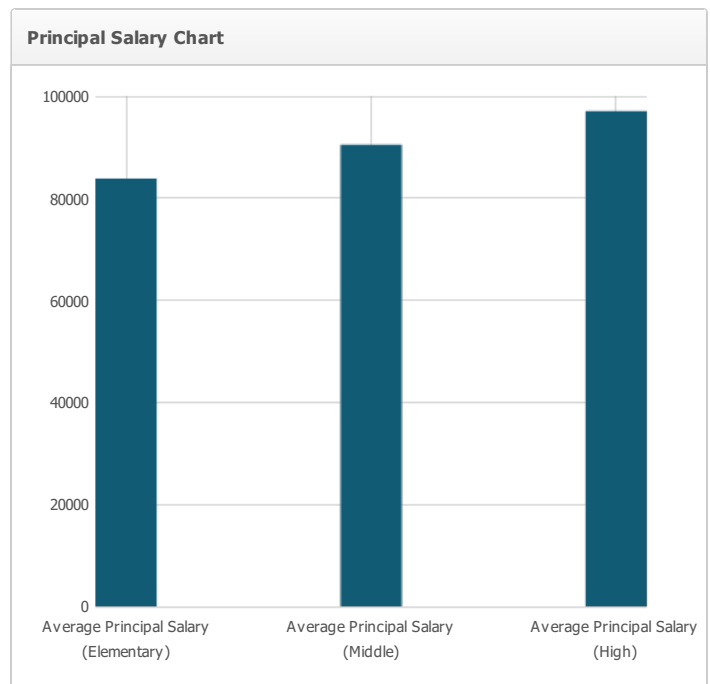
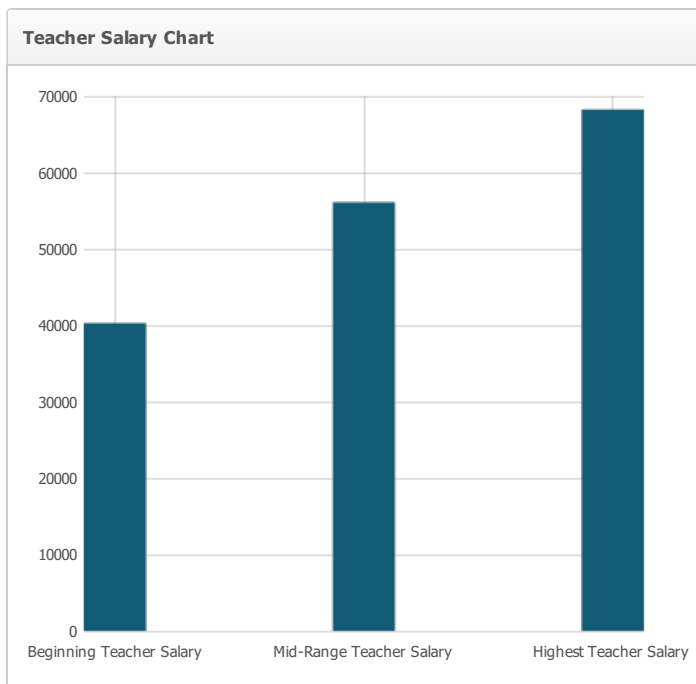
Middletown High School is not in PI status. MHS offers a variety of support tools and classes to our EL student population, as well as our students with special needs to include: ELD Support, World and US History, Civics and Econ, Employment Skills, Independant Living Skills, Tutorial Support, English Language Arts. Our core classes for students with an IEP are taught by credentialed teachers. When at all possible these students are taught in the least restrictive envireoneet with aid support and accomodations.

Last updated: 2/6/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$40,430
Mid-Range Teacher Salary	\$56,106	\$58,909
Highest Teacher Salary	\$68,243	\$77,358
Average Principal Salary (Elementary)	\$83,840	\$94,634
Average Principal Salary (Middle)	\$90,476	\$97,839
Average Principal Salary (High)	\$97,065	\$100,453
Superintendent Salary	\$144,970	\$123,728
Percent of Budget for Teacher Salaries	37.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 2/6/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	5	9.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/6/2017

Professional Development

Middletown High School, as part of the Middletown Unified School District completes three full days of staff development/implementation each school year as well as eight minimum days for staff development spread out over the course of the year.

Staff development consists of webinars, outside contracted presenters, on staff expert presentation, administrator presentation, and implementation time.

Last updated: 2/9/2017