

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## NORTHSIDE – 2009-10

### OUR SCHOOL

Northside School serves approximately 520 students in grades K-8. The school is situated in the rural community of Cool in the Sierra Nevada foothills. Six miles south of Auburn, the school also serves the communities of Greenwood and Pilot Hill. Our student population represents a heterogeneous mix of families from all socio-economic groups. Many of our parents commute to work in El Dorado, Placer, and Sacramento counties. Northside is part of the Black Oak Mine Unified School District, which serves approximately 1,730 students. Our Mission Statement is:

*“We are dedicated to helping our students achieve academic excellence, learn respect for themselves and others, and develop a sense of integrity.”*

The School Site Council is the advisory body to the school principal. The School Site Council is an active participant in establishing school goals, supplying direction for the use of school improvement monies, and facilitating important communication procedures between the community and the formal educational establishment.

Our Parent-Teacher Club is a very hard working and energetic group of parents that coordinates major fund raising activities to support our school goals. We encourage all parents to participate.

### LEARNING CLIMATE

The learning environment at Northside is seen as both positive and caring by parents. The staff works very hard at creating opportunities for students that foster both personal and academic growth and the creation of a positive self-concept. The community has embraced the adoption of high standards both for education in the classroom and how we take care of our school. An attractive and well-maintained campus creates pride and an interest in doing our “best.”

Regularly scheduled assemblies are designed to promote student and school-wide achievement. A focus on the three B’s – “Be kind, Be safe, Be responsible” and using positive action curriculum inspires students to always look for ways to improve. Student of the Week, Student of the Month, and awards for outstanding scholarship and athletics keep the calendar busy.

Each family receives a copy of the school’s expectations and discipline policy. Teachers have participated in classroom management training funded through Safe

Schools & Healthy Students Grant. A strong school to home connection helps support the focus of students in the class. In 2009, the suspension rate was 6.4% and the expulsion rate was 0.2%. In 2008, the suspension rate was 9.3% and the expulsion rate was 0.5%. In 2007, the rate of suspensions was 9.8% and the rate of expulsions was 0.5%. Each student’s case is handled individually, and options are explored to remedy the situation. It is our goal to keep students in school and in a learning environment that is most appropriate for them.

### SUPPORT SERVICES

Support services for the school include a before and after school child-care program (T.L.C.), a Resource Specialist program (R.S.P.), a Special Day Class (SDC), Gifted and Talented Education (G.A.T.E.), a library technician, a music program for grades 6-8, a part-time speech therapist, a school psychologist, and a school nurse. Counseling is provided through New Morning and Family Connections of El Dorado County.

Northside School offers the following specialized programs:

#### D.I.S. - DESIGNATED INSTRUCTIONAL SERVICES

This program provides special services to any student who demonstrates a significant delay in development. Such delays may be caused by impairments in health, learning ability, or communication skills. The school psychologist, speech and language specialist, or school nurse render special services to these students in addition to those provided by the regular instructional program.

#### SPECIAL EDUCATION

Many different types of programs are provided for students with exceptional needs. Northside students receive the following services locally or from the county Office of Education.

**Communicatively Handicapped** classes for students who have severe language delays, deafness, hard of hearing or a speech handicap (K-5).

**Learning Handicapped** program for students who have a learning disability and/or behavior disorder that interferes with the learning process.

**Severely Handicapped** program for students whose instructional program may need to be altered due to physical limitations or health reasons.

SCHOOL IMPROVEMENT PROGRAM - Northside receives funding from the state of California to improve instruction through our School Site Plan and the School Site Council. Northside School is very proud of the parent volunteer effort and the involvement of our community

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business leaders. We are very fortunate to have a high level of parent volunteer participation in our classrooms.

### Ready By 21

A Federal Safe Schools/Healthy Schools grant allows Northside to provide increased student and family services. These services include a Youth Advocate, the Primary Intervention Program (grades K-3), the Positive Action program, increased counseling services, and the Youth Development Institute training for staff.

Our Parent Teacher Club (PTC) plans and implements fund raising activities that include the Fall Festival, the Jog-a-thon, and Book Faire. The major improvements to the school include up-to-date technology, playground equipment, locker room improvements, landscaping, and classroom supplies for teachers.

## **INSTRUCTION**

Northside has standards-based report cards. This report card is now implemented in all K-5 grades.

The district provides assessment of our English Language Learners. We assess for GATE students every year.

Northside conducts both an RSP program for students in grades K-8 and an SDC class for students in grades K-8. The emphasis in the resource program is to have students mainstream for the majority of the day with help as needed by the resource teacher or the resource aide. A few students need more help, and are pulled out of self-contained settings for over 50% of the day. Most students in this class are mainstreamed into a regular education setting for part of the afternoon. GATE students are given differentiated instruction during the school day and given the opportunity to take part in a variety of classes during and after school.

## **CURRICULUM**

Northside School's 4th-8th grade students access the Internet so they can develop their research skills along with the staff. The focus is to improve reading, writing, and editing. All classes are connected to the Internet. Teachers have large screen access. We have a modern 36-station computer lab accessible to all students, as well as a portable set of 28 Netbook laptops. Students in grades 2-8 use the computer reading program housed in the library. Our response to intervention program utilizes the ALEKS math software program in grades 4-8.

Our School Site Plan establishes a multi-year school improvement plan in curricular and staff development areas. Northside focuses on the core subjects of math, science, language arts, social studies, visual and performing arts, and physical education. The commitment to curriculum

instructional materials will give all teachers the tools they need.

Teachers are trained both on and off campus in how to improve the curriculum they deliver to students. Teachers at Northside have taken part in the TRI reading training, Linda Mood Bell, Write Group writing training, TRIBES training, SIPPS, SRA, ALEKS math training, and visual and performing arts trainings.

## **INSTRUCTIONAL MATERIALS**

The BOMUSD purchases instructional materials for Northside through a curriculum adoption process that aligns itself with the state adoption timelines. Our School Site Council commits substantial funding to purchase supplemental and ancillary materials to complete the commitment that all students will have first-class instructional materials. The School Site Council and staff are actively participating in the implementation of new state standards in English/Language Arts, Mathematics and Science. Houghton Mifflin Math was implemented for grades K-5 in 2008 with Holt Rinehart Winston Math for grades 6-8. Textbooks in English language Arts were adopted in 2003 and History/Social Science in 2007.

Harcourt Science is used in grades K-5, Prentice Hall Science at 6<sup>th</sup> grade, Holt Rinehart Winston at 7<sup>th</sup> grade, and Prentice Hall at 8<sup>th</sup> grade. Our new science lab garden provides an outdoor learning environment. We adopted new science materials that were implemented in 2002-03.

State and district content standards and the Northside School Site Plan guide the instructional program at Northside. Leadership of the school is a team effort, led by the principal and based on the philosophy of shared decision-making. Teachers and classified employees are actively involved in the decision making process. Parent input is derived through the School Site Council, Parent-Teacher Club, and informal parent meetings.

If you have any questions regarding the information contained in this report, please contact your principal, Bill Jensen. Phone: 885-4079, 333-8355. E-mail: [bjensen@bomusd.org](mailto:bjensen@bomusd.org).

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

# STUDENT PERFORMANCE

## Standardized Testing and Reporting Program

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	57	61	61	53	55	58	43	46	50
Mathematics	58	63	60	51	54	53	40	43	46
Science	58	62	61	51	55	61	38	46	50
History-Social Science	49	34	34	34	37	46	33	36	41

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	
Hispanic or Latino	41	47	*	*
Pacific Islander	*	*	*	
White (not Hispanic)	62	60	63	35
Male	55	57	65	40
Female	67	62	57	29
Economically Disadvantaged	51	54	50	18
Students with Disabilities	40	47	37	*

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.1	28.1	33.3
7	9.4	32.8	42.2

## National Assessment of Educational Progress

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

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

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

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

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

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

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

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

## ACCOUNTABILITY

### Academic Performance Index

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

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	8	7
Similar Schools	4	4	6

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

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

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

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

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	0	5	2	819
White (not Hispanic)	3	5	0	825
Socioeconomically Disadvantaged	-35	46	8	759

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

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

## Adequate Yearly Progress

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

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

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

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

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

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

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

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

# FACILITIES AND SAFETY

Northside Elementary School was built in the 1950s when there were about 200 students in attendance. In 1982 a multipurpose building was built, which included a stage, kitchen, a classroom and office facilities. Since then a 6-8 grade wing has been added. Additional relocatable buildings were added in 1988 to house the increased population that had reached 720 by September of 1992. In 1995 Northside School completed an expansion project that includes a new library and administration wing, six classrooms, and two PE changing rooms. Modernization funds were used during the summer of 2001 to upgrade that portion of the facilities built in the 1950s. New heating, air conditioning, bathrooms and computer connectivity were added. Landscaping improvements and facility upgrades keep the school fresh and appealing.

The site and district custodial staff maintains all buildings on a regular basis; safety is a top priority. Systematic evacuation and emergency drills are held, and the proximity of the local fire department ensures immediate medical attention. A closed campus allows for a well-supervised environment. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

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

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

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

# TEACHERS

## Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	28	24	26	87
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

# CURRICULUM AND INSTRUCTIONAL MATERIALS

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (5/03), grades K-5; Holt Rinehart Winston, Literature and Language Arts (5/03) grades 6-8.	0
Mathematics	Houghton Mifflin Math (2008), grades K-5; Holt Rinehart Winston Math (2008), grades 6-8.	0
Science	Harcourt Science (5/02), grades K-5; Prentice Hall (5/02), 6 <sup>th</sup> grade; Holt Rinehart Winston, Science & Technology, grade 7; Prentice Hall (5/02), 8 <sup>th</sup> grade.	0
History-Social Science	Harcourt Brace (2007), grades K-5; Houghton Mifflin (2007), grade 7; Holt Rinehart Winston, Call to Freedom, (2007), grade 8.	0
Health	Wright Group, Primarily Healthy (5/99), grades K-3; Positive Action (5/04), grades 4-5; McGraw Hill, Teen Health (5/99), grades 6-7.	0
Visual and Performing Arts	--	NA

# CLASS SIZE AND ENROLLMENT

Northside School has a student-teacher ratio of approximately 28 to 1, excluding special education students.

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

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2			21.0	1	1		20.0	2		
1	20.0	1	1		19.0	1			19.5	2		
2	19.5	2			20.5	1			19.0	2		
3	20.5	1	1		21.0	1	1		19.0	3		
4	34.5			2	29.0		2		30.5		2	
5	28.5		2		34.0			2	26.5		2	
6	32.0		2		32.0		2		34.5			2
K-3	19.5	2			20.3	2	1		20.0	1		
4-8	21.0		1						20.0	1		

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

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.4	1	2	2	28.6		7		29.7		3	
Mathematics	28.4	1	2	2	26.8	1	4		30.4		5	
Science	27.2	4	9	2	28.1		8		28.3	1	5	2
Social Science	25.9	2	3	2	28.6		7		30.0		2	

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

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	54
Grade 2	39
Grade 3	61
Grade 4	65
Grade 5	56
Grade 6	73
Grade 7	67
Grade 8	92
Total Enrollment	551

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

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

Group	Percent of Total Enrollment
African American	1.63 %
American Indian or Alaska Native	1.63 %
Asian	0.54 %
Filipino	1.09 %
Hispanic or Latino	3.45 %
Pacific Islander	0.54 %
White (not Hispanic)	89.66 %
Multiple or No Response	1.45 %
Socioeconomically Disadvantaged	27.00 %
Students with Disabilities	15.00 %

## SCHOOL FINANCES

Northside School offers special programs through categorical funding: Special Education, Gifted and Talented Education, School Improvement money, reading specialist, and the Mentoring program.

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,286	\$2,852	\$5,434	\$54,959
District	\$8,457	\$2,938	\$5,519	\$56,521
Percent Difference – School Site and District	-2%	-3%	-2%	-2.7%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-2%	-9.9%

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

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,421	\$38,941
Mid-Range Teacher Salary	\$48,813	\$59,686
Highest Teacher Salary	\$69,339	\$77,828
Average Principal Salary (Elementary)	\$100,055	\$94,258
Average Principal Salary (High)	\$107,181	\$104,869
Superintendent Salary	\$128,779	\$142,247
Percent of Budget for Teacher Salaries	36.50 %	38.20 %
Percent of Budget for Administrative Salaries	7.00 %	5.90 %