

# Barstow Unified School District Hinkley Elementary/Middle School

Grades K through 8  
Dr. Diane Kammeyer, Principal



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## 2010-11 School Accountability Report Card *Published February 2012*

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## Principal's Message

Hinkley Elementary/Middle School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

## Mission Statement

Our mission is to bring each student to a proficient or advanced level in each of their grade-level content standards. To accomplish our mission, we believe that students must also learn individual responsibility, how to work together in diverse groups, and the values of good citizenship. We further believe that education must take place in a safe, crime-free environment with zero tolerance for weapons, drugs, and gang activity.

## School Profile

Hinkley Elementary/Middle School is located in the central region of Hinkley and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2010-11 school year, 330 students were enrolled, including 6% in special education, 37% qualifying for English Language Learner support, and 72% qualifying for free or reduced price lunch. Hinkley Elementary/Middle School achieved a 2011 Academic Performance Index (API) score of 822.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	2.42 %	Kindergarten	34
Amer. Indian or Alaskan Native	0.30 %	Grade 1	39
Asian	0.61 %	Grade 2	33
Filipino	0.61 %	Grade 3	37
Hisp. or Latino	56.36 %	Grade 4	36
Pacific Islander	0.00 %	Grade 5	34
Caucasian	38.18 %	Grade 6	37
Multi-Racial	1.52 %	Grade 7	46
		Grade 8	34
		Total Enrollment	330

## Student Achievement

### Standardized State Assessments

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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Hinkley Elementary/Middle School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	46	55	57	37	43	45	46	50	54
Math	45	58	62	32	37	46	43	46	50
Science	32	45	57	26	32	42	46	50	57
Social Science	10	20	32	17	19	30	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Hinkley Elementary/Middle School							
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	63	*	53	*	
Math	*	*	*	66	*	57	*	
Science	*	*		77		41		
Social Science				43		24		

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11							
	BUSD	Hinkley Elementary/Middle School					
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities
Lang. Arts	45	57	62	53	45	51	14
Math	46	62	64	60	53	59	31
Science	42	57	55	59	36	47	*
Social Science	30	32	39	23	21	19	*

### Physical Fitness

In the spring of each year, Hinkley Elementary/Middle School is required by the state to administer a physical fitness test to all students in grade five and grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	16.7%	22.2%	25.0%
Seventh	18.4%	18.4%	5.3%
Ninth			

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	4	4	6
Similar Schools Rank	5	6	9

Results generated from 2008, 2009, and 2010 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	26	45	4
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	32	56	20
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	27	31	-19
Students with Disabilities	*	*	*
Economically Disadvantaged	25	39	5
English Learners	43	57	2

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2011 Growth API		
	School	District	State
African-Amer.		691	778
Amer. Indian or Alaskan Native		749	733
Asian		836	898
Filipino		793	859
Hisp. or Latino	800	741	729
Pacific Islander		790	764
Caucasian	848	775	845
Multi-Racial		803	836
Economically Disadvantaged	797	725	726
English Learners	783	710	707
Students with Disabilities	579	537	595
All Students	822	747	780

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HEMS	BUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

Reported data based upon performance of all subgroups for each of the areas listed

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Hinkley Elementary/Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	HEMS	BUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2006-2007
Year in PI	N/A	Year 3
No. of Schools Currently in PI		5
% of Schools Currently Identified for PI		41.7%

### Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school marquee, school newsletters, school website, school calendars, Friday assemblies, and on-line grades (middle school). Contact the school office at (760) 253-5514 for more information on how to become involved in your child's learning environment.

### **Opportunities to Volunteer**

Chaperone Field Trips  
Classroom Helper  
School Activities

### **Committees**

English Learner Advisory Council  
Parent Teacher Organization  
School Site Council

### **School Activities**

Back to School Night  
Open House  
Student Performances  
Christmas Program  
Assemblies  
Family Nights (4)  
Parent Literacy Trainings (2)  
English in a Flash Program  
Spring Program

## **School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hinkley Elementary/Middle School's original facilities were built in 1951; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior of campus repainted
- Mural painted on front of school
- Installation of shade structure in middle school playground
- Removal of old tennis court
- Removal of custodian structure (middle school playground)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Hinkley Elementary/Middle School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Campus cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1951
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	14
Portable Classrooms	4
Restrooms (sets)	5
Computer Lab(s)	1
Multipurpose Room/Cafeteria	1
Library	1
Staff Lounge / Work Room	1

### **Deferred Maintenance**

Hinkley Elementary/Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Hinkley Elementary/Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### **Facilities Inspection**

The district's maintenance department inspects Hinkley Elementary/Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Hinkley Elementary/Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, February 02, 2012. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, February 02, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

#### **Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### **Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, teachers, and two paraeducators are strategically assigned to designated entrance areas and the playground. The

principal and noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Hinkley Elementary/Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Hinkley Elementary/Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2011.

## Classroom Environment

### Discipline & Climate for Learning

Hinkley Elementary/Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	HEMS		
	08-09	09-10	10-11
Suspensions (#)	60	24	65
Suspensions (%)	17.05 %	7.08 %	19.70 %
Expulsions (#)	2	0	0
Expulsions (%)	0.57 %	0.00 %	0.00 %
	BUSD Elementary Schools		
	08-09	09-10	10-11
Suspensions (#)	217	533	418
Suspensions (%)	6.90 %	14.83 %	11.81 %
Expulsions (#)	3	1	2
Expulsions (%)	0.10 %	0.03 %	0.06 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	1		
3	16.0	1		
4	22.0		1	
5	27.0		1	
Combo K-3	19.7	6		
Combo 4-8	24.0		1	
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	1		
1	18.0	1		
3	19.0	1		
4	27.0		1	
5	28.0		1	
Combo K-3	18.8	5		
Combo 4-8	25.0		1	
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.0		1	
1	23.5		2	
2	23.0		1	
3	23.5		2	
4	23.5		2	
5	23.0		1	

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Hinkley Elementary/Middle School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Hinkley Elementary/Middle School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Language Arts Adoption Training for New Curriculum
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hinkley Elementary/Middle School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Hinkley Elementary/Middle School's teachers attended the following events hosted by the Barstow Unified School District:

- Data Director
- Advanced Direct Interactive Instruction

Hinkley Elementary/Middle School offers support to new and veteran teachers through peer coaching and mentoring. Paraeducators are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
2	2	0

### Instructional Materials

All textbooks used in the core curriculum at Hinkley Elementary/Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, August 23, 2011, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #8-2011-2012 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2005	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
2005	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
<b>Language Arts</b>		
2010	Harcourt Brace, Houghton Mifflin, <i>California Recommended Literature K-12</i>	0 %
2007	Holt McDougal, <i>McDougal Littell Literature</i>	0 %
2007	Sopris West Educational Services, <i>Language!</i>	0 %
<b>Math</b>		
2007	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
2007	Pearson Prentice Hall, <i>Prentice Hall Mathematics California</i>	0 %
2005	Prentice Hall, <i>Algebra A</i>	0 %
<b>Science</b>		
2006	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %
2007	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## Professional Staff

### Counseling & Support Staff

Hinkley Elementary/Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Hinkley Elementary/Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	0.1
Health Aide	1	1.0
Library Technician	1	0.5
Nurse	1	*
Psychologist	1	*
Speech/Language/Hearing Specialist	1	*

\* as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2010-11 school year, Hinkley Elementary/Middle School had 4 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the

number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Hinkley Elementary/Middle School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	94.5 %	5.5 %
High-Poverty	94.5 %	5.5 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	HEMS			BUSD
	08-09	09-10	10-11	10-11
Total Teachers	16	16	4	269
Teachers with full credentials	16	16	4	266
Teachers without full credentials	0	0	0	3
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	4	0	0	0
Teachers teaching outside subject area	5	4	4	31
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	HEMS	BUSD
	11-12	11-12
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	HEMS	BUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	40.0 %	37.3 %
Master's degree	27.0 %	20.3 %
Bachelor's degree plus 30 or more semester hours	33.0 %	35.5 %
Bachelor's degree	0.0 %	5.8 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was

the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$41,284
Mid-Range Teacher Salary	\$57,097	\$65,173
Highest Teacher Salary	\$78,351	\$83,460
Superintendent Salary	\$138,000	\$179,397
<b>Average Principal Salaries:</b>		
Elementary School	\$87,435	\$102,834
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	40%	40%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2009-10 school year, Barstow Unified School District spent an average of \$8,096 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Regional Occupation Centers and Programs (ROC/P)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- State Lottery
- Supplemental School Counseling Program
- Title I
- Title II
- Title IV
- Title V
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	HEMS	BUSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	316	5886	N/A	N/A	N/A
Total**	\$5,178	\$5,328	97.19	N/A	N/A
Restr.†	\$879	\$1,298	67.71	N/A	N/A
Unrestr.††	\$4,299	\$4,029	106.69	\$5,455	78.81
Avg. Teacher Salary	\$57,642	\$57,642	100.00	\$66,511	86.67

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Hinkley Elementary/Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Hinkley Elementary/Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Hinkley Elementary/Middle School is Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow

Phone Number: (760) 256-4850

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 16

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2011. Data to prepare the school facilities section were acquired in February 2012.