McKinleyville Middle School

Designated 2006; Redesignated 2009

McKinleyville Middle School (MMS) ● McKinleyville Union School District ● Humboldt County ● Wendy Pearcy, Principal ● 2285 Central Avenue, McKinleyville, CA 95519 ● Tel 707-839-1508, Fax 707-839-2548 ● http://www.nohum.k12.ca.us/msd/mcbanner.htm

2010 School Statistics
(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Small town
Enrollment: 393
Grade Levels: 6-8
School Schedule: Modified Mondays—6th-8th grade core subjects, P.E., and creative elements
Tues-Fri: 6th Grade 7 periods, extended 2-period core for ELA/SS; Building Skills, P.E., Science and Math daily
Tues-Fri: 7th/8th Grade, Academy Model blocked schedule for core subjects

Student Demographics
- 65%   White
- 13%   Hispanic/Latino
- 13%   Two races or more
- 7%   American Indian/Alaska Native Asian
- 1%   African American
- 0%   Asian
- 0%   Filipino
- 0%   Pacific Islander

- 42%   Free/Reduced Lunch
- 1%   English Learners

2009 API Base: 798
2010 API Growth: 812 (up 153 points since 1999-00)
2010 AYP: Met 14 of 17 criteria

(Visit http://www.cde.ca.gov/ta/ac/ar/index.asp to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence
- A schoolwide standards-based teaching and grading system is in place.
- Instruction is differentiated with tiered assignments created to better address learning needs of all students.
- Strong connections exist across core disciplines.
- Real-world application of concepts and skills are stressed throughout the academic program.
- Multiple forms of assessment raise awareness of standards and achievement.
- A carefully prepared master schedule allows daily common content area collaboration time for teachers.

(Continued)

Academic Excellence *(continued)*

- A school-wide science fair is fully integrated across all disciplines.
- A wide variety of communication tools help school staff and teachers keep parents and students informed of academic progress and school events.

Developmental Responsiveness

- A variety of hands-on projects fosters creativity and a curiosity for learning.
- The Peace Leaders is an active leadership service group that gives students a voice in school governance issues and provides peer remediation.
- Student-led parent-teacher conferences provide a showcase for work through a student portfolio and reflections.
- The school employs a school nurse, psychologist, and counselor to help address students' health, social, and emotional needs.
- The school has been designated a CalSTAT (California Services for Technical Assistance and Training) Leadership Site for its collaborative model of delivering special education services.

Social Equity

- A schoolwide "house" system helps create community across grade levels.
- Resource students are fully included in all classes via teaming with the resource teacher.
- A variety of year-long electives support and enhance high quality academic programs.
- A school-wide Character Counts approach values diversity, civility, service, and democratic citizenship.
- The school delivers a strong anti-bullying message; students are trained as peer mediators to help one another resolve conflicts.

Organizational Support

- Strong collaboration exists between teachers and administrators in shared decision making.
- Teacher teams collaborate frequently to review student progress and achievement.
- Technology is actively used to connect teachers and parents resulting in a real electronic community.
- Close articulation is in place with destination high school and feeder elementary schools.
- A multifaceted communication system, including an assignment Web site and extensive use of e-mail, is effective and highly valued by parents.
- The district supports the school's professional learning community (PLC) leadership team as well as the school's unique professional development cycle of reading, discussion, and action planning.