

Eastmont School District 206 – A Great Place to Learn

Eastmont Junior High School Report Based on 2007-08 Data

Student Served (Total 883) 47.5% Free and Reduced Lunch 33.1% Hispanic 14.0% Migrant

Enrollment	03-04	04-05	05-06	06-07	07-08
October-OSPI	936	896	865	902	883

Staff (Total = 83)

Administrative (3), Certificated (54), Paras (18), Secretarial (3), Maintenance (5)

Site Based (Non-personnel) Allocated Revenues & Expenditures

Includes: Basic Ed., Special Education, and Medicaid Administration

2007-08 Total Revenues: \$227,822 Total Expenditures: \$162,989 Balance: \$64,833

Schedule: We offer a six period school day (7:45 a.m. to 2:30 p.m.), plus zero hour (6:50 a.m. to 7:40 a.m.) for Jazz Band. We offer a 25 minute period most mornings between 2nd and 3rd Period used for Advisory, extra academic help, or enrichment activities.

Curriculum: Core Academics with Honors for English and Math, Career and Technical Education, Special Education, Art, Music, and Sheltered Instruction.

Delivery of Services:

Benchmark classes, double-dosed classes in Reading and Math, Special Education, LAP, Migrant, and Bilingual services integrated when placement is appropriate, Advisory/Opportunity Program.

WASL Results (JH = Junior High, DA = District Average, SA = State Average)

	JH 03-04	JH 04-05	JH 05-06	JH 06-07	JH 07-08	DA 07-08	SA 07-08
8 th Reading			71.7%	64.0%	63.3%	63.2%	65.9%
8 th Math			44.2%	45.8%	43.0%	43.0%	51.5%
8 th Science	35.2%	35.4%	37.0%	39.4%	38.2%	38.1%	47.9%

Goals/Actions Attained

We are working on many of the attributes of a Professional Learning Community. Collaboration has resulted in horizontal alignment within each Eastmont Junior High Department and we continue to work vertically with Eastmont High School (Goal 6.9) on the following and to answer these three essential questions:

1. Common Course Syllabi. (Goal 6.14) What do we expect students to know and be able to do when they exit our courses?
2. Classroom Based Common Assessments. (Goal 6.16) How do we assess student learning and does it align with the common syllabi objectives?
3. Grading Practices. (Goal 6.18 and 7.1) Are we consistent, fair, and standardized in our departmental grading practices?

In addition, we have built a pyramid of interventions through the RTI (Response to Intervention) Model for both academics and behavior. RTI has been in place for Reading and Math for several years and we are addressing behavior at Tier I through the EJHS P.R.I.D.E. (Productive, Respectful, Involved, Dependable, Excellence) program which recognizes students for those attributes. We are working on Tier II and III interventions at this time.

Priority Areas for Improvement (see school improvement plan for complete information)

1. Eastmont 10th graders will make AYP in math by spring 2010. (Goal 6.19)
2. Eastmont 10th graders will make AYP in reading by spring 2010. (Goal 6.19)
3. School climate for students, staff, and parents will improve by 10% per year in parent involvement and professional development as measured by the Center for Education Effectiveness survey by 2010. (Goal 1.9 & 7.2)