



Quimby Oak Middle School

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Evergreen Elementary School District

Philip J. Bond, Principal
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2007-2008 School Accountability Report Card

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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

Principal's Message

Quimby Oak Middle School, in the Evergreen School District, was established in 1968 and is located at the base of the Evergreen foothills in southeast San Jose. Quimby Oak attained the status of a California Distinguished School in 1992, 1996, and 2001. In 2000, a complete gym facility was added to the school with all classrooms remodeled the following year.

We encourage and expect our students to strive to do their best. We know that within a welldefined, consistent, structured environment, each child has the capability to achieve academic success and, thus, develop self-esteem.

We hope and intend that students will take advantage of the opportunities for reading and writing, will realize the necessity for problem solving, will interact with other students and staff members in a positive, mature manner, and will develop the skills needed to adapt to the demands of a rapidly changing world.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Quimby Oak Middle School, located in the northeast section of the district's borders, served 1,013 seventh and eighth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 23.9% "Socioeconomically Disadvantaged," 17.2% "English Learners," and 7.0% "Students with Disabilities."

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	4.3%
American Indian	0.6%
Asian	42.3%
Caucasian	6.7%
Filipino	10.4%
Hispanic	34.4%
Pacific Islander	1.0%
Multiple or No Response	0.3%

Discipline & Climate for Learning

Students at Quimby Oak Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	149	110	239	691	613	787
Suspension Rate	14.52%	10.58%	23.59%	5.17%	4.57%	5.90%
Expulsions	3	7	3	14	29	36
Expulsion Rate	0.29%	0.67%	0.30%	0.10%	0.22%	0.27%

Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions.

Expulsions occur only when required by law or when all other alternatives are exhausted.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, and the school website.

Student Recognition

Quimby Oak Middle School recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Perfect Attendance Awards
- Student-of-the-Week
- Honor Roll
- Super Helpers

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Extracurricular activities and programs include:

- Buddy Leader Program
- Book Fair
- Basketball, Soccer, Wrestling, Volleyball, & Cross Country
- Science Fair
- Student Council

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective.

The chart illustrates the enrollment trend by grade level for the most recent three-year period.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
7th	529	514	497
8th	497	526	516

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from instructional aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size By Subject

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	31	31	30	0	2	0	18	20	24	12	10	8
Math	32	30	31	0	1	0	14	26	20	16	6	11
Science	33	33	32	0	1	0	10	7	18	20	23	13
Social Science	33	32	32	0	2	0	12	10	17	18	20	14

School Facilities & Safety

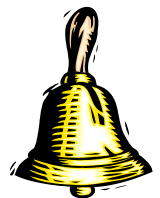
Quimby Oak Middle School, originally constructed in 1968, is currently comprised of 34 permanent classrooms, eight portable classrooms, a computer lab, a library, a gymnasium, a cafeteria/multipurpose room, a staff lounge, and an athletic field.

The school has been thoroughly modernized over the past decade. The most recent renovations occurred in 2007 and included remodeling of the science classrooms, upgrading of campus sidewalks, and new construction of the library, faculty room, and office. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/20/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Faculty Room - "Dogging" feature not functioning properly; issue repaired.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			Zone 5 Restroom - Needs soap dispenser; issue resolved.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Safety

The safety of students and staff is a primary concern of Quimby Oak Middle School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.



The School Site Safety Plan was last reviewed and updated in fall 2007 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code



The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Cleaning Process

Quimby Oak Middle School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Quimby Oak Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. Quimby Oak Middle School is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include asbestos testing.

Counseling & Support Staff

In addition to academics, the staff at Quimby Oak Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The table lists the support service personnel available at the school.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.3
Health Aide	1	1.0
Librarian	2	As Needed
Library Media Assistant	1	0.7
Nurse	1	0.1
Occupational Therapist	1	As Needed
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	2	2.0
Speech and Language Specialist	1	0.8

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

At-Risk Interventions

Quimby Oak Middle School provides extended day classes and summer school for students who are struggling to meet grade-level standards.

English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
8th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2000	Yes
8th	Mathematics	McDougal Littell	2000	Yes
7th	Mathematics	Pearson Scott Foresman	2000	Yes
7th-8th	Reading Language Arts	McDougal Littell	2003	Yes
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes
7th-8th	Social Science/History	McDougal Littell	2006	Yes

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading.

The library has a large inventory and also a bank of PCs to which students have access. There is also a computer lab where students are scheduled to visit in order to work on specified programs and hcreate multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success.

The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Microsoft Office Suite and various intervention programs foster students' independent study skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition (CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Physical Fitness

In the spring of each year, Quimby Oak Middle School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 39.1% of Quimby Oak's seventh grade students met or exceeded state fitness standards.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
7			7			
05	06	07	05	06	07	
All Students						
School	61	55	62	72	66	66
District	59	56	58	69	67	67
State	46	46	47	49	50	51
Males						
School	54	53	62	69	71	67
Females						
School	68	58	62	75	61	65
Socioeconomically Disadvantaged						
School	46	41	43	61	53	49
African American						
School	37	44	50	41	41	35
Asian						
School	68	67	72	83	85	83
Filipino						
School	64	50	68	77	68	68
Hispanic						
School	44	44	49	55	44	49
Pacific Islander						
School	45	*	*	64	*	*
Caucasian						
School	91	54	73	89	73	62
Students with Disabilities						
School	15	7	9	27	29	16
English Learners						
School	24	13	24	51	29	26

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Parent & Community Involvement

Quimby Oak parents are involved in many important activities vital to the success of our school program. Parents are key participants within our year-round fund-raising program and as chaperones during academic team field trips, athletic activities, and student body functions.

The Quimby Oak Parent Teacher Association (PTA) and elected members support all aspects of the school program, including the school wide PTA Book Fair. Parents are elected members of the School Site Council (SSC), and elected as members to the District Advisory Committee (DAC), the English Language Advisory Committee (ELAC), and the Gifted and Talented Advisory Committee.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6735.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science		Social Science					
	7			8			7		8		8			
	05	06	07	05	06	07	05	06	07	06	07	05	06	07
All Students														
School	65	60	63	53	58	52	62	59	55	57	51	47	51	47
District	63	58	61	52	57	53	60	59	56	51	55	45	53	52
State	43	43	46	39	41	41	37	41	39	38	42	31	34	35
Males														
School	58	55	59	47	55	49	57	61	58	57	53	47	54	49
District	59	52	55	44	53	49	59	60	57	55	58	43	57	52
State	38	38	42	34	37	37	37	41	39	41	45	33	36	36
Females														
School	70	65	66	59	61	56	66	57	53	57	49	48	46	44
District	67	64	66	59	60	58	61	58	57	48	54	47	50	51
State	49	48	51	43	45	46	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged														
School	47	45	46	41	43	33	47	43	37	47	34	37	37	30
District	46	39	42	36	40	34	45	42	41	37	37	31	39	34
State	28	28	31	22	25	26	23	27	27	23	29	17	19	20
African American														
School	37	44	40	43	25	35	30	37	25	21	40	30	21	25
District	45	42	51	37	34	37	35	37	35	29	45	31	31	40
State	29	29	32	24	27	27	19	22	22	21	25	17	19	20
Asian														
School	73	73	79	62	69	65	78	80	77	72	65	61	62	65
District	77	74	77	65	71	67	78	81	77	68	71	61	68	70
State	66	67	71	58	62	64	69	72	69	65	70	54	58	62
Filipino														
School	72	59	68	49	58	55	64	55	68	57	60	46	54	50
District	68	61	67	46	61	59	63	64	65	53	71	40	57	61
State	61	60	66	51	54	56	52	58	57	52	58	42	46	49
Hispanic														
School	45	45	43	38	42	34	36	34	33	37	30	28	32	24
District	44	38	37	35	38	33	35	33	31	30	33	24	34	28
State	28	28	32	23	25	26	23	28	27	23	28	17	20	21
Pacific Islander														
School	55	*	*	*	*	*	60	*	*	*	*	*	*	*
District	61	55	28	*	55	50	59	42	23	35	50	*	45	43
State	40	38	43	33	37	36	33	36	36	32	37	27	30	29
Caucasian														
School	86	56	73	70	79	61	82	65	44	74	56	61	67	46
District	76	69	82	71	73	71	76	70	68	70	73	64	71	62
State	61	63	66	58	62	62	52	58	54	55	60	47	51	52
Students with Disabilities														
School	15	17	19	5	13	5	15	12	9	16	8	8	13	8
District	10	18	14	4	6	11	10	21	9	10	19	8	14	18
State	10	11	12	8	9	10	8	10	9	11	13	9	10	10
English Learners														
School	27	11	24	6	16	11	40	22	14	20	19	11	8	19
District	22	13	20	6	9	11	28	24	20	15	22	9	12	14
State	9	9	10	6	6	6	11	13	13	9	12	5	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success, given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area. The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown.



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results

	2007 API Growth Score		
	04-05	05-06	06-07
Statewide Rank	8	9	9
Similar Schools Rank	9	10	10
All Students			
Actual Growth	37	7	-24
Socioeconomically Disadvantaged			
Actual Growth	40	-9	-36
Asian			
Actual Growth	17	14	-7
Filipino			
Actual Growth	53	1	-11
Hispanic			
Actual Growth	41	8	-37
English Learners			
Actual Growth	-	9	-44

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	36	39	37	602
Without Full Credentials	4	3	1	5
Working Outside Subject	8	2	0	3



Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Quimby Oak Middle School staffed 37 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	3	3	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	3	1
Vacant Teacher Positions	0	0	0

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	92.10%	7.90%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

School Leadership

Leadership at Quimby Oak Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Phil Bond for the past 18 years. Mr. Bond has 34 years of experience in education.

