

Mills Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Mills Middle School |
| Street | 10439 Coloma Road |
| City, State, Zip | Rancho Cordova, CA 95670 |
| Phone Number | 916-294-9045 |
| Principal | Peter Maroon |
| E-mail Address | pmaroon@fcusd.org |
| Web Site | http://www.fcusd.org/mills |
| CDS Code | 34673306059190 |

| District Contact Information | |
|-------------------------------------|--|
| District Name | Folsom Cordova Unified School District |
| Phone Number | 916-294-9000 |
| Superintendent | Sarah Koligian, Ed.D. |
| E-mail Address | skoligian@fcusd.org |
| Web Site | www.fcusd.org |

School Description and Mission Statement (School Year 2017-18)

Vision: We believe that every child can learn and excel. Mills is where each individual student is valued as the most important aspect of education. Working with a professional and highly motivated staff, in partnership with parents and the community, we will encourage all students to achieve their full potential.

Mission: Our mission is to improve our students and staff intellectually, socially, emotionally, athletically and globally. By investing in creativity and innovation (STEM), by empowering teachers (PLC) and by using a student centered approach (PBIS), Mills Middle School will cultivate an environment that supports students' potential to exceed expectations.

Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2016 was 737.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 213 |
| Grade 7 | 267 |
| Grade 8 | 257 |
| Total Enrollment | 737 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 15.3 |
| American Indian or Alaska Native | 0.7 |
| Asian | 2.8 |
| Filipino | 1.5 |
| Hispanic or Latino | 40.4 |
| Native Hawaiian or Pacific Islander | 1.8 |
| White | 31.1 |
| Two or More Races | 6.4 |
| Socioeconomically Disadvantaged | 82.1 |
| English Learners | 21.3 |
| Students with Disabilities | 18.5 |
| Foster Youth | 1.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 40 | 36 | 38 | 1073 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | 1 | 18 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 1 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017 November

Folsom-Cordova Unified held a Public Hearing on November 16, 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | McGraw Hill, StudySync, Pearson, iLit Adoption Year 2016 | Yes | 0.0% |
| Mathematics | McGraw Hill, College Board Adoption Year 2014 | Yes | 0.0% |
| Science | Prentice Hall Adoption Year 2007 | Yes | 0.0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------------|---|
| History-Social Science | Holt-Rinehart & Winston Adoption Year 2007 | Yes | 0.0% |
| Foreign Language | EMC Publishing, Adoption Year 2014 McDougal Littell, Houghton Mifflin, Adoption Year 2015 | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is safe and clean with adequate space for all current students. Major modernization was started in 2004 and successfully completed in 2011. All rooms have at least eight network connections and a school wide average of five students to each computer. Our dedicated cable channel allows us to broadcast to all classrooms at Mills simultaneously. Staff and students work cooperatively to report any incidents of vandalism or graffiti for immediate repair or removal. Litter is removed daily. An administrator and/or the head custodian walk the school each morning checking the safety conditions before the students arrive.

Passage of the Measure N Bond provided money for the entire school to be painted to recapture the original colors from 1958 when the school was built. The school opened with 177 students in March of 1958. Improvements to our joint use facilities, such as our play fields, have benefited both our students and the community.

Date of inspection: 09/27/2017

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 2017 September | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 2017 September | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 35 | 40 | 58 | 61 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 19 | 20 | 49 | 51 | 36 | 37 |

Note: Percentages are not calculated 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 738 | 696 | 94.31 | 39.54 |
| Male | 387 | 369 | 95.35 | 30.87 |
| Female | 351 | 327 | 93.16 | 49.24 |
| Black or African American | 92 | 90 | 97.83 | 23.33 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 38 | 24 | 63.16 | 62.5 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 296 | 289 | 97.64 | 37.85 |
| Native Hawaiian or Pacific Islander | 12 | 12 | 100 | 33.33 |
| White | 236 | 220 | 93.22 | 45.21 |
| Two or More Races | 48 | 46 | 95.83 | 40 |
| Socioeconomically Disadvantaged | 598 | 564 | 94.31 | 35.83 |
| English Learners | 322 | 290 | 90.06 | 31.14 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------|------------------|---------------|----------------|-------------------------|
| Students with Disabilities | 124 | 122 | 98.39 | 5.79 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 740 | 723 | 97.7 | 19.67 |
| Male | 388 | 381 | 98.2 | 16.58 |
| Female | 352 | 342 | 97.16 | 23.1 |
| Black or African American | 92 | 89 | 96.74 | 8.99 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 38 | 37 | 97.37 | 35.14 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 296 | 295 | 99.66 | 17.01 |
| Native Hawaiian or Pacific Islander | 12 | 12 | 100 | 25 |
| White | 238 | 231 | 97.06 | 24.68 |
| Two or More Races | 48 | 45 | 93.75 | 13.33 |
| Socioeconomically Disadvantaged | 600 | 585 | 97.5 | 17.29 |
| English Learners | 323 | 318 | 98.45 | 14.47 |
| Students with Disabilities | 124 | 121 | 97.58 | 0.83 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 51 | 46 | 70 | 68 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 22.5 | 18.4 | 36 |

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Family involvement at Mills is a high priority. Opportunities include participation in Parent Education Nights, Site Council, ELAC/DLAC committee, field trips, and other special activities. Parents are encouraged to come to school and view programs while they are in session. Family members can sign up for participation at registration or anytime throughout the year, as the need arises. Communication through newsletters, postings on the school web site, postings throughout the school, and an automated phone system allow consistent notification of opportunities for family involvement. The addition of a part time parent coordinator has allowed us to reach out to our parents and community to improve communication and parent education.

For additional information about organized opportunities for parent involvement at Mills Middle School, please contact Cheryl Blower at 916-294-9045 ext. 710110.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Norma Trujillo, Parent Coordinator, Mills Middle School, 916-294-9045.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 19.4 | 14.4 | 13.4 | 4.8 | 5.0 | 4.3 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.5 | 0.5 | 0.6 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

We provide our students with a safe and clean learning environment. There were five (5) student accidents reported at our school in the 2016-17 school year. Restrooms and eating facilities have been recently modernized and are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed to deal with a multitude of emergency situation.

We adopted an Emergency Preparedness Manual in 2015 and keep a copy posted next to every phone on campus. The manual contains specific instructions and phone numbers to deal with identified emergencies. Roles and responsibilities during an emergency, for both staff and students, are practiced monthly. Each year, the plan is reviewed with our school Resource Officer to coordinate efforts with law enforcement. Mills also has a full-time campus security monitor available to deal with both day-to-day issues and to assist with emergency situations. Our closed circuit video surveillance cameras allow us to monitor key areas around campus. Students take an active role in reporting behaviors that make them feel unsafe. Our student survey results tell us that students feel safe and comfortable at Mills.

Date of Last Review/Update: September 28, 2017

Date Last Reviewed with Staff: September 28, 2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2010-2011 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 6 |
| Percent of Schools Currently in Program Improvement | N/A | 46.2 |

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 27 | 4 | 11 | 5 | 24 | 7 | 10 | 4 | 25 | 8 | 7 | 6 |
| Mathematics | 27 | 4 | 12 | 4 | 24 | 6 | 8 | 5 | 27 | 5 | 3 | 10 |
| Science | 26 | 5 | 11 | 5 | 24 | 5 | 15 | 1 | 26 | 3 | 14 | 3 |
| Social Science | 26 | 5 | 10 | 5 | 24 | 8 | 12 | 1 | 28 | 4 | 9 | 6 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2.0 | 368.5 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.0 | N/A |
| Psychologist | 0.8 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | 0.4 | N/A |
| Speech/Language/Hearing Specialist | 0.6 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,935.41 | \$1,703.54 | \$6,231.87 | \$71,566.60 |
| District | N/A | N/A | \$6,894.71 | \$74,930 |
| Percent Difference: School Site and District | N/A | N/A | -9.6 | -4.5 |
| State | N/A | N/A | \$6,574 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | -5.2 | -8.0 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

District Revenue Sources

In addition to general state funding, Mills Middle receives state and federal funding from the following categorical funds and other support programs: Title 1, Title 2, Title 3-LEP, and English Learners/Low Income (EL/LI).

Data Sources: Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2016-17 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,108 | \$48,522 |
| Mid-Range Teacher Salary | \$66,972 | \$75,065 |
| Highest Teacher Salary | \$91,606 | \$94,688 |
| Average Principal Salary (Elementary) | \$117,624 | \$119,876 |
| Average Principal Salary (Middle) | \$128,204 | \$126,749 |
| Average Principal Salary (High) | \$139,594 | \$135,830 |
| Superintendent Salary | \$232,575 | \$232,390 |
| Percent of Budget for Teacher Salaries | 39% | 37% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training), which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Mills Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In addition, the counselor to pupil ratio is 1:368.