

Folsom Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Folsom Middle School
Street	500 Blue Ravine Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9040
Principal	Terri Daniels
Email Address	tdaniels@fcusd.org
Website	http://www.fcusd.org/fms
County-District-School (CDS) Code	34673306059182

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

At Folsom Middle School we provide the opportunity for all students to learn and grow in a safe environment and to empower all students to make responsible life choices.

Collaboratively, we encourage the growth of our students, accepting them as individuals, while helping them to be tolerant, accepting, and respectful of others. Students of Folsom Middle School will grow academically, develop in character, and embrace lifelong learning while exhibiting skills of independence, critical thinking, creativity, communication, and collaborative learning.

School & Community Profile:

Folsom Middle School (FMS) is located thirty minutes east of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft). With a population of 1430 students, FMS serves sixth, seventh and eighth grade students. The school has a student population comprised of 58.3% White, 20.35% Asian, 10.77% Hispanic, 8.6% Filipino, Pacific Islander, Native American or two or more races, and 1.8% African American ethnicities. FMS has 61 teachers, an educational program that includes Honors English, Enriched Math, Specialized Academic Enrichment for students with an Individualized Education Plan (IEP), an elective wheel which rotates each trimester (3), and year long electives that include choir, orchestra, band, jazz band, and Project Lead the Way (PTLW). We also offer a Community Action for Responsive Education (CARE) program for at-risk 6th and 8th Grade students that is funded by the Sacramento County Office of Education (SCOE). FMS has many after-school clubs that include National Junior Honor Society, Math Club, Glee Club, Science Bowl, Girl Up Club, Club Live, Visual and Performing Arts Club, and History Day. In addition, we have a Student Council and WEB Group (Where Everyone Belongs) that provide school leadership opportunities to our students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	480
Grade 7	469
Grade 8	481
Total Enrollment	1,430

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	20.3
Filipino	2.6
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0.2
White	58.4
Two or More Races	5.5
Socioeconomically Disadvantaged	10.2
English Learners	2.2
Students with Disabilities	9.9
Foster Youth	0.2
Homeless	0.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	62	60	59	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015 College Board, 2011 Sopris West, 2006 Pearson iLit, 2015	Yes	0.0%
Mathematics	McGraw Hill, 2015 College Board, 2011	Yes	0.0%
Science	Teacher Curriculum Institute (TCI) 2019 Discovery Comm. Inc., 2003	Yes	0.0%
History-Social Science	McGraw Hill, 2019	Yes	0.0%
Foreign Language	EMC Paradigm, 2016, 2013 Houghton Mifflin Harcourt, 2010	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Folsom Middle School opened in September of 1968 with 243 seventh and eighth grade students. Our two-story classroom building and our multi-purpose building were constructed and opened, respectively, in July and September of 1994. In 1997, the school's name was changed to Folsom Middle School when it opened its doors to sixth grade students. Our school is comprised of 52 classrooms, a gymnasium, technology lab, computer lab, media center, art lab, home economics lab and multi-purpose room, and serves over 1,400 students. Remodeling in 2003-2004 included upgrading our technology infrastructure, replacing flooring, lighting and ceiling treatments, replacing the heating and air conditioning system in the A-Wing, and building a new gymnasium.

The principal and vice-principals work daily with five custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides 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 roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/15/2019

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

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	75	78	64	63	50	50
Mathematics (grades 3-8 and 11)	68	68	53	52	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1398	1392	99.57	0.43	77.86
Male	737	732	99.32	0.68	74.56
Female	661	660	99.85	0.15	81.52
Black or African American	25	25	100.00	0.00	64.00
American Indian or Alaska Native	--	--	--	--	--
Asian	293	292	99.66	0.34	90.07
Filipino	35	35	100.00	0.00	91.43
Hispanic or Latino	147	147	100.00	0.00	65.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	813	808	99.38	0.62	75.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	78	78	100.00	0.00	76.62
Socioeconomically Disadvantaged	135	133	98.52	1.48	54.14
English Learners	67	67	100.00	0.00	58.21
Students with Disabilities	130	126	96.92	3.08	30.16
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	66.67

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1398	1388	99.28	0.72	68.30
Male	737	728	98.78	1.22	68.82
Female	661	660	99.85	0.15	67.73
Black or African American	25	25	100.00	0.00	48.00
American Indian or Alaska Native	--	--	--	--	--
Asian	293	291	99.32	0.68	88.66
Filipino	35	35	100.00	0.00	74.29
Hispanic or Latino	147	147	100.00	0.00	50.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	813	806	99.14	0.86	64.76
Two or More Races	78	77	98.72	1.28	66.23
Socioeconomically Disadvantaged	135	131	97.04	2.96	38.17
English Learners	67	66	98.51	1.49	50.00
Students with Disabilities	130	124	95.38	4.62	19.35
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	8.3	18.3	68.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parent involvement at Folsom Middle School, and our Parent Teacher Organization President and Parent Teacher Organization Liaison work together to organize our parent volunteers. We offer a sign-up each August during registration for parents to assist in the library, in our home economics classes, in our classrooms, and for the many events throughout the year. Some of these opportunities include: chaperoning dances, volunteering for field days, field trips, helping with our Book Faire, assisting with the Autumn's Sweet Serenade event, helping with school clubs, and organizing and delivering snacks to each room during the California Assessment of Student Performance and Progress testing. Parents can also become involved in Red Ribbon Week, Folsom Middle School Site Council, and serve on the English Language Advisory Committee.

Contact Information:

Parent Coordinator: Nam Mishra
nmishra@fcusd.org

For additional information about organized opportunities for parent involvement at Folsom Middle School, please contact our Parent Coordinator or Folsom Middle School Parent Teacher Organization Parent President at (916)294-9040.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.7	3.7	2.3	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every other day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. The latest update was October 2019. Emergency plans have been developed in case a threatening situation should arise and are located in the emergency binder in the Principal's office. .

Student safety is a priority at Folsom Middle School. The school employs campus monitors and additional lunch supervision staff to monitor students and ensure campus safety. Administrators, custodians, campus monitors, and office personnel remain in constant contact via the use of two-way radios. Folsom Middle School is integrating the CATAPULT emergency system for communication during crisis situation. The Folsom Middle School Safety Committee meets regularly to review all safety procedures on campus. Any student accident or safety concern is immediately reported and addressed. There were 6 student accidents in 2018-2019. Folsom Middle School also has access to three Folsom Police Department School Resource Officers.

Folsom Middle School is continually updating its current emergency plan to align directly with the federally adopted Incident Command System This is a standardized, on-scene, all-hazard incident management system which describes, to the extent possible, the standard operating procedures and responsibilities that the school, along with the District and external cooperating and assisting agencies, will use for responding to any emergency affecting students, staff and/or property of the District. All rooms have posted by the door an emergency protocol chart which outlines procedures and resources to be activated in the event of an emergency.

Folsom Middle School's Safety Plan includes:

- * Disaster procedures
- * Routine and emergency procedures
- * Evacuation routes
- * Child abuse reporting procedure
- * Student conduct code
- * Policies related to suspension and expulsion
- * Sexual harassment policies
- * School dress code
- * Maintaining a safe and orderly school environment
- * School discipline policy

All policies and regulations that students and parents are responsible for knowing are clearly communicated to parents and students through Parent/Student Handbooks, Student Conduct Code and require an acknowledgement sign-off from the parent and student. Students are regularly reminded of policies and regulations during schoolwide assemblies. Any changes or revisions of policies or regulations are communicated to all staff, parents and students.

Date of Last Review/Update: October 10, 2019

Date Last Reviewed with Staff: October 11, 2019

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	28	8	8	19	26	12	6	20	24	15	6	19
Mathematics	24	9	15	9	24	11	22	7	25	9	23	6
Science	31	5	4	23	30	4	8	20	31	3	8	20
Social Science	29	6	6	22	30	4	10	18	32	3	4	23

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	595.8

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,137.50	\$1,071.91	\$5,065.59	\$73,296.81
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-39.2	-2.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-33.8	-8.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Folsom Middle receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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. We support teachers seeking individual professional development opportunities.. 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 increases the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Folsom Middle School 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 1:602.