

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

## Scotts Valley Middle School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the schools contact information.

| School           |  | District       |  |
|------------------|--|----------------|--|
| School Name      | Scotts Valley Middle   | District Name  | Scotts Valley Unified  |
| Street           | 8 Bean Creek Rd.   | Phone Number   | 831-438-1820   |
| City, State, Zip | Scotts Valley , CA 95066-4109  | Web Site       | <a href="http://www.svusd.santacruz.k12.ca.us">www.svusd.santacruz.k12.ca.us</a> |
| Phone Number     | 831-438-0610   | Superintendent | Susan Silver   |
| Principal        | Mary Lonhart   | E-mail Address | <a href="mailto:ssilver@santacruz.k12.ca.us">ssilver@santacruz.k12.ca.us</a>     |
| E-mail Address   | <a href="mailto:mlohart@santacruz.k12.ca.us">mlohart@santacruz.k12.ca.us</a> | CDS Code       | 44- 75432- 6049944   |

### School Description and Mission Statement (School Year 2008-09)

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Scotts Valley Middle School is an outstanding school in Scotts Valley which is nestled in the foothills of Santa Cruz County, California. We have a diverse staff that is personally committed to guide student transition between elementary and high school years through a program which maximizes each individual's academic and personal potential. In order to achieve this goal, we assume responsibility for working together cooperatively, and for creating a climate of honesty and respect.

## Opportunities for Parental Involvement (School Year 2008-09)

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There are several ways to be involved at Scotts Valley Middle School and the district as a whole. The Scotts Valley Educational Foundation is a volunteer group that supports several different areas of academic life through grants and donations. Parents are always welcome to lend their time and support to this group. The School Site Council is a site based volunteer opportunity. The Council is comprised of four parents, four teachers, one classified member, one student and the principal. This council is responsible for the oversight of the Single School Plan for Student Achievement and the corresponding budget. Our Parent/Teacher Association is one of our most active volunteer groups on campus. The opportunities for involvement within this group range from assisting at lunch time in our food services program, or working on our annual magazine drive fundraiser to our end of the year Promotion Ceremony for 8<sup>th</sup> graders. Please check the PTA newsletter on our web site for further information. Additionally, parents are always welcome to volunteer in classrooms, supervise our lunchtime activities, and assist with clerical tasks in the office.

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level        | Number of Students |
|--------------------|--------------------|
| Grade 6            | 178                |
| Grade 7            | 200                |
| Grade 8            | 200                |
| Ungraded Secondary | 0                  |
| Total Enrollment   | 578                |

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| African American                 | 0.52 %                      |
| American Indian or Alaska Native | 0.52 %                      |
| Asian                            | 4.50 %                      |
| Filipino                         | 0.52 %                      |
| Hispanic or Latino               | 6.75 %                      |
| Pacific Islander                 | 0.69 %                      |
| White (not Hispanic)             | 81.14 %                     |
| Multiple or No Response          | 5.36 %                      |
| Socioeconomically Disadvantaged  | 16.00 %                     |
| English Learners                 | 2.00 %                      |
| Students with Disabilities       | 12.00 %                     |

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject        | 2006-07         |                      |       |     | 2007-08         |                      |       |     | 2008-09         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | 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        | 28.8            | 1                    | 32    |     | 31.0            | 2                    | 15    | 14  | 26.8            |                      | 33    |     |
| Mathematics    | 26.5            | 6                    | 13    | 3   | 29.1            | 4                    | 10    | 6   | 27.2            | 4                    | 13    | 3   |
| Science        | 28.8            | 2                    | 17    | 2   | 28.3            | 4                    | 13    | 4   | 26.9            | 2                    | 19    |     |
| Social Science | 28.3            | 3                    | 17    | 1   | 27.7            | 5                    | 13    | 3   | 27.7            |                      | 20    |     |

## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

In collaboration with classified and certificated staff, community members, parents and students, Scotts Valley Middle School created a Safe Schools Plan that addresses many areas related to safe school procedures. These areas are: child abuse reporting procedures, disaster procedures, routines and emergencies, policies regarding actions that would lead to suspension and/or expulsion, procedures to notify teachers of dangerous pupils, a sexual harassment policy, school-wide dress code, procedures for safe ingress and egress of pupils, and rules and procedures on school discipline. This plan is updated yearly and approved by the School Site Council. With this plan in place, it is the goal of Scotts Valley Middle School to provide a safe, respectful environment for all people.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 |
| Suspensions | 2.9     | 0.0     | 3.1     | 2.0      | 0.6     | 3.0     |
| Expulsions  | 0.3     | 0.0     | 0.0     | 0.1      | 0.3     | 0.1     |

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that Scotts Valley Middle School is clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information about the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### **Age of the School Buildings:**

Scotts Valley Middle School's main building was constructed in 1941 and other classroom wings were added in the early 1950's. Beginning in 1955, portables were added to our campus to allow for enrollment growth. The most recent portable was added in 1997. Our acreage can no longer withstand any further portables or construction. Our gymnasium (Pavilion) was added in 1959. Since then only minor improvements have been made to the campus (guard rails, asphalt sealing, reseeding of the athletic field, etc.). The district is continually making efforts to maintain the aging facilities at SVMS.

The PTA has provided duffel bags stocked with emergency materials in every classroom. Regular earthquake, fire and lockdown drills as well as teacher-led discussions regarding emergency procedures have helped to insure that SVMS is well prepared to react in a manner that promotes safety for everyone. A Safe Schools committee met several times during 1997-98, conducted a survey which reached staff, parents and students and wrote a Safe School Plan. The plan is updated each year.

#### **Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule:**

The district has adopted cleaning standards and the custodians take great pride in providing a safe and clean environment for staff and students. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget:**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

#### **Repairs Needed:**

SVMS is pleased to have had extensive volunteer support to refurbish our six student bathrooms. In the past two years, all of the student restrooms have been modernized and refurbished. Additionally, our Pavilion (gym) roof has been extensively repaired to provide a dry, indoor facility for our students.

#### **Corrective Actions Taken or Planned:**

In the summer of 2006, the roofs on the four permanent buildings were repaired and replaced. Additionally, volunteers completely refurbished all six of our student bathrooms. This major improvement was much needed and is appreciated by students and staff alike. Simultaneously, significant grounds improvement was done in the summer of 2006.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

| Item Inspected  | Repair Status |      |      |      | Repair Needed and Action Taken or Planned  |
|---|---------------|------|------|------|--|
|   | Exemplary     | Good | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       |               |      |      | X    | Ceiling hung furnaces noisy & in poor condition. Sewer backs up periodically. Walls & floor covering damaged from previous leaks. Frequent electrical overloads. |
| <b>Interior:</b> Interior Surfaces                                      |               |      |      | X    | Floor covering deteriorating.  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       |               |      | X    |      | Ongoing gopher control. Evidence of rodents in some areas.   |
| <b>Electrical:</b> Electrical   |               |      |      | X    |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 |               |      | X    |      |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         |               | X    |      |      |  |
| <b>Structural:</b> Structural Damage, Roofs                             |               | X    |      |      |  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences |               |      |      | X    | Inadequate lighting in parking lot and quad. Uneven blacktop. Insufficient drinking fountains on fields and in pavilion. Several cracked windows.                |
| <b>Overall Rating</b>   | POOR          |      |      |      |  |

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2006-07 | 2007-08 | 2008-09 | 2008-09  |
| With Full Credential                        | 27      | 25      | 26      | 125      |
| Without Full Credential                     | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator                                      | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments                   | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

| Location of Classes              | Percent of Classes In Core Academic Subjects |                                       |
|----------------------------------|--|---------------------------------------|
|                                  | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| This School                      | 100.0  | 0.0                                   |
| All Schools in District          | 100.0  | 0.0                                   |
| High-Poverty Schools in District |  |                                       |
| Low-Poverty Schools in District  | 100.0  | 0.0                                   |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                              | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|------------------------------------|----------------------------------|---|
| Academic Counselor                 | 1.0                              | 578   |
| Library Media Teacher (Librarian)  |                                  | N/A   |
| Psychologist                       | .4                               | N/A   |
| Social Worker                      |                                  | N/A   |
| Nurse                              | .2                               | N/A   |
| Speech/Language/Hearing Specialist | .4                               | N/A   |
| Resource Specialist (non-teaching) | 1.5                              | N/A   |
| Other                              |                                  |   |

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area   | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials   |
|------------------------|--|---|
| Reading/Language Arts  | Adoption of approved CA Board of Education text, 04-05.                      | For all academic areas, students are assigned a textbook for their use at home. The textbooks remain at home for the school year. An additional class set of textbooks is available for student use within the classroom. Supplemental novels are assigned to individual students for their daily use during particular units of study. |
| Mathematics            | Using text adopted 6/23/09, CA Board of Education approved                   |   |
| Science                | Using text adopted in 02-03, CA Board of Education approved                  |   |
| History-Social Science | Using text adopted in 05.06, CA Board of Education approved                  |   |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$5,863                      | \$1,169  | \$4,694                                       | \$57,168               |
| District                                      | \$7,411                      | \$2,083  | \$5,327                                       | \$60,318               |
| Percent Difference – School Site and District | -20.9%                       | -43.9%   | -11.9%  | -5.2%                  |
| State   | N/A                          | N/A  | \$5,512                                       | \$60,994               |
| Percent Difference – School Site and State    | N/A                          | N/A  | -14.8%  | -6.3%                  |

## Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A comprehensive educational program for kindergarten through twelfth grade students, including Special Education, English Language Development and Gifted and Talented Education is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and federal funds are also used to educate students on the dangers of drug use.

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$37,179        | \$38,941                                     |
| Mid-Range Teacher Salary                      | \$54,665        | \$59,686                                     |
| Highest Teacher Salary                        | \$71,827        | \$77,828                                     |
| Average Principal Salary (Elementary)         | \$92,517        | \$94,258                                     |
| Average Principal Salary (Middle)             | \$95,255        | \$98,271                                     |
| Average Principal Salary (High)               | \$98,634        | \$104,869                                    |
| Superintendent Salary                         | \$139,277       | \$142,247                                    |
| Percent of Budget for Teacher Salaries        | 39.3%           | 38.20 %                                      |
| Percent of Budget for Administrative Salaries | 5.90%           | 5.90 %                                       |

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts  | 74      | 77      | 77      | 69       | 72      | 74      | 43      | 46      | 50      |
| Mathematics            | 65      | 68      | 59      | 54       | 58      | 54      | 40      | 43      | 46      |
| Science                | 67      | 76      | 80      | 54       | 65      | 75      | 38      | 46      | 50      |
| History-Social Science | 70      | 70      | 71      | 46       | 54      | 61      | 33      | 36      | 41      |

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| African American                              | *   | *           |         |                        |
| American Indian or Alaska Native              | *   | *           | *       | *                      |
| Asian   | 77  | 77          | *       | *                      |
| Filipino                                      | *   | *           | *       | *                      |
| Hispanic or Latino                            | 48  | 39          | 62      | 57                     |
| Pacific Islander                              | *   | *           | *       | *                      |
| White (not Hispanic)                          | 79  | 60          | 82      | 71                     |
| Male  | 72  | 57          | 78      | 72                     |
| Female  | 82  | 60          | 83      | 69                     |
| Economically Disadvantaged                    | 65  | 43          | 63      | 56                     |
| English Learners                              | 9   | *           | *       | *                      |
| Students with Disabilities                    | 56  | 40          | 48      | 43                     |
| Students Receiving Migrant Education Services |   |             |         |                        |

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                             | Five of Six Standards | Six of Six Standards |
| 7           | 8.3%  | 18.1%                 | 67.9%                |

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide       | 9    | 9    | 9    |
| Similar Schools | 2    | 3    | 6    |

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group                            | Actual API Change |         |         | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
|                                  | 2006-07           | 2007-08 | 2008-09 | 2009             |
| All Students at the School       | 5                 | 14      | -10     | 854              |
| African American                 |                   |         |         |                  |
| American Indian or Alaska Native |                   |         |         |                  |
| Asian                            |                   |         |         |                  |
| Filipino                         |                   |         |         |                  |
| Hispanic or Latino               |                   |         |         |                  |
| Pacific Islander                 |                   |         |         |                  |
| White (not Hispanic)             | 8                 | 11      | -8      | 862              |
| Socioeconomically Disadvantaged  |                   |         | -2      | 788              |
| English Learners                 |                   |         |         |                  |
| Students with Disabilities       |                   |         |         |                  |

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                               | School | District |
|--|--------|----------|
| Overall                                    | Yes    | No       |
| Participation Rate - English-Language Arts | Yes    | Yes      |
| Participation Rate - Mathematics           | Yes    | Yes      |
| Percent Proficient - English-Language Arts | Yes    | Yes      |
| Percent Proficient - Mathematics           | Yes    | No       |
| API  | Yes    | Yes      |
| Graduation Rate                            | N/A    | Yes      |

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | Not In PI |
| First Year of Program Improvement                   |           |           |
| Year in Program Improvement                         |           |           |
| Number of Schools Currently in Program Improvement  | N/A       |           |
| Percent of Schools Currently in Program Improvement | N/A       |           |

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the past three years, 2007, 2008, 2009, the district has provided two staff development days each year through Professional Development Block Grant funding. Content of days has included the following: review and analysis of student performance data (STAR and local measures) to identify areas of strength and needed improvement for instruction; standards based curriculum and reporting through standards based report cards; development and alignment of benchmark assessments to grade level state standards, K-12 alignment of curriculum and instruction, training in using data systems, and review of research-based best practices. In addition, all certificated staff meet weekly in a restructured day schedule, in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in reading, writing and math. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, analysis of student work, and strategies to address needs of student not meeting standards. We continue to work on essential standards and benchmarks, having completed them in History and Social Science, with plans for completion in reading, writing and math by the end of the 2010 school year. The weekly professional development time provides opportunities for cross grade level collaboration. Scotts Valley Middle School participates in the New Teacher Project for first and second year teachers.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

| Subject and Grade Level   | Average Scale Score |          | Percent at Achievement Level |            |          |
|---------------------------|---------------------|----------|------------------------------|------------|----------|
|                           | State               | National | Basic                        | Proficient | Advanced |
| Reading 2007, Grade 8     | 251                 | 261      | 41                           | 20         | 2        |
| Mathematics 2009, Grade 8 | 270                 | 282      | 36                           | 18         | 5        |

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2007) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level   | State Participation Rate   |                           | National Participation Rate |                           |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
|                           | Students With Disabilities | English Language Learners | Students With Disabilities  | English Language Learners |
| Reading 2007, Grade 8     | 78                         | 92                        | 66                          | 77                        |
| Mathematics 2007, Grade 8 | 85                         | 96                        | 78                          | 92                        |