

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Scotts Valley Middle School

Address: 8 Bean Creek Rd. , Scotts Valley CA 95066-4109 Phone: (831) 438-0610
 Principal: Mary Lonhart Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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.

Student Enrollment

Group	Enrollment
Number of students	614
African American	0.49 %
American Indian or Alaska Native	0.49 %
Asian	4.4 %
Filipino	0.33 %
Hispanic or Latino	6.51 %
Pacific Islander	0.49 %
White (not Hispanic)	84.36 %
Multiple or No Response	2.93 %
Socioeconomically Disadvantaged	8 %
English Learners	2 %
Students with Disabilities	6 %

Teachers

Indicator	Teachers
Teachers with full credential	27
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

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.

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.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	76%
Mathematics	73%
Science	56%
History-Social Science	61%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$ 4862
State	\$4,943

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	858
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

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	www.svusd.santacruz.k12.ca.us
Phone Number	(831) 438-0610	Superintendent	Susan Silver
Principal	Mary Lonhart	E-mail Address	ssilver@santacruz.k12.ca.us
E-mail Address	mlonhart@santacruz.k12.ca.us	CDS Code	44-75432-6049944

School Description and Mission Statement

This section provides information about the school's goals and programs.

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

This section provides information about opportunities for parents to become involved with school activities.

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 8th 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

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

Grade Level	Number of Students
Grade 6	212
Grade 7	191
Grade 8	211
Ungraded Secondary	0
Total Enrollment	614

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	0.49 %	White (not Hispanic)	84.36 %
American Indian or Alaska Native	0.49 %	Multiple or No Response	2.93 %
Asian	4.4 %	Socioeconomically Disadvantaged	8 %
Filipino	0.33 %	English Learners	2 %
Hispanic or Latino	6.51 %	Students with Disabilities	6 %
Pacific Islander	0.49 %		

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	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	27.7	3	36	2	26.9	2	34		28.8	1	32	
Mathematics	28.5	4	15	5	26.4	6	13	4	26.5	6	13	3
Science	28.2	3	18	3	28.6	1	20	1	28.8	2	17	2
Social Science	27.6	2	21	2	26.5	3	21		28.3	3	17	1

II. School Climate

School Safety Plan

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.01%	.07%	.08%	.04%	.04%	.05%
Expulsions	.00%	.01%	.01%	.01%	.01%	.01%

III. School Facilities

School Facility Conditions and Improvements

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.

SVMS'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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems		✓		Poor heat distribution in many classrooms
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Interior surfaces old and deteriorating
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)		✓		
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			4 of 6 student restrooms refurbished summer 2006
Sewer	✓			
Playground/School Grounds	✓			Added horizontal ladder
Roofs	✓			New roof summer 2006
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		
	June 2008 bond planned to replace school			

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	30	27	137
Without Full Credential	1	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	2005-06	2006-07	2007-08
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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

V. Support Staff

Academic Counselors and Other Support Staff

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	614
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.98	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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. Additionally, 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 in 99-00, 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	
Foreign Language		
Health		

VII. School Finances

Types of Services Funded

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 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35343	\$36572
Mid-Range Teacher Salary	\$52244	\$55815
Highest Teacher Salary	\$68688	\$70985
Average Principal Salary (Elementary)	\$91018	\$86995
Average Principal Salary (Middle)	\$89822	\$90820
Average Principal Salary (High)	\$93009	\$96447
Superintendent Salary	\$131712	\$128495
Percent of Budget for Teacher Salaries	41.2 %	39.3 %
Percent of Budget for Administrative Salaries	5.1 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	68	75	74	66	71	69	40	42	43
Mathematics	60	63	65	56	55	54	38	40	40
Science	*	56	67	49	48	54	27	35	38
History-Social Science	67	61	70	57	49	46	32	33	33

CST Results by Student Group – Most Recent Year

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	93	74	•	•
Filipino	•	•		
Hispanic or Latino	45	45	31	36
Pacific Islander	•	•		
White (not Hispanic)	75	66	69	72
Male	68	64	67	71
Female	79	65	67	68
Economically Disadvantaged	35	34	25	38
English Learners	0	0	•	•
Students with Disabilities	21	15	•	•
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	67	67	74	71	71	73	41	42	42
Mathematics	70	76	79	77	78	83	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	45	64
Pacific Islander		
White (not Hispanic)	76	81
Male	65	76
Female	85	83
Economically Disadvantaged	40	33
English Learners	*	*
Students with Disabilities	18	36
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	Brook Knoll: 69.2 Vine Hill: 63
7	52.7
9	54.6

IX. 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	9	9
Similar Schools	2	2	2

API Changes 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	19	15	5	858
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	22	4	8	868
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	

X. Instructional Planning and Scheduling

Professional Development

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

Staff development at SVMS has been directly focused on the state standards and curriculum alignment with those standards. Through the AB 835 funding and weekly minimum days for professional development, faculty at SVMS have been provided with many hours of professional development time and collaboration. Additionally, some faculty members have chosen to attend in-service training beyond that listed above. Three teachers recently completed the CLAD training, important to the NCLB Act. Additionally, teachers new to teaching are provided with BTSA training through Santa Cruz New Teacher Project.

Through the use of a scope and sequence document, faculty members have evaluated each unit of instruction, determined its standards alignment, the appropriate texts and support materials for that unit and the timeline within the year for instruction. This document is a powerful resource tool for the entire SVMS learning community.