

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (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 [SARC](#) Web site. 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 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 2008-09)

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 (School Year 2007-08)

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 (School Year 2007-08)

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 (School Year 2007-08)

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

Grade Level	Number of Students
Grade 6	202
Grade 7	208
Grade 8	188
Ungraded Elementary	0
Total Enrollment	598

Student Enrollment by Group (School Year 2007-08)

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	0.33 %
American Indian or Alaska Native	0.5 %
Asian	4.01 %
Filipino	0.5 %
Hispanic or Latino	6.52 %
Pacific Islander	0.67 %
White (not Hispanic)	82.78 %
Multiple or No Response	4.68 %

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	2005-06				2006-07				2007-08			
	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	26.9	2	34		28.8	1	32		31.0	2	15	14
Mathematics	26.4	6	13	4	26.5	6	13	3	29.1	4	10	6
Science	28.6	1	20	1	28.8	2	17	2	28.3	4	13	4
Social Science	26.5	3	21		28.3	3	17	1	27.7	5	13	3

III. School Climate

School Safety Plan (School Year 2007-08)

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.6	2.9	0.0	1.1	2.0	0.6
Expulsions	0.5	0.3	0.0	0.2	0.1	0.3

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2007-08)

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:

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.

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 2007-08)

This table displays the results of the most recently completed school site inspection performed on October 24, 2007 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	X			
Mechanical Systems			X	
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)			X	
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety			X	
Electrical (interior and exterior)			X	
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)			X	
Restrooms	X			
Sewer			X	
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2007-08)

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				X

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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	30	27	25	127
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	2006-07	2007-08	2008-09
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 2007-08)

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 [NCLB](#) Web site.

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 2007-08)

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	1.4	598
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.98	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2007-08)

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 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	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5741	\$1206	\$4535	\$58797
District	\$7449	\$2281	\$5168	\$55275
Percent Difference – School Site and District	-22.9%	-47.1%	-12.3%	4.7%
State	N/A	N/A	\$5300	\$59271
Percent Difference – School Site and State	N/A	N/A	-8.3%	-0.8%

Types of Services Funded (Fiscal Year 2007-08)

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-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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37179	\$37916
Mid-Range Teacher Salary	\$54665	\$58151
Highest Teacher Salary	\$71678	\$75396
Average Principal Salary (Elementary)	\$93969	\$91086
Average Principal Salary (Middle)	\$91619	\$95220
Average Principal Salary (High)	\$94869	\$101661
Superintendent Salary	\$136229	\$136091
Percent of Budget for Teacher Salaries	39.9 %	38.5 %
Percent of Budget for Administrative Salaries	4.9 %	5.8 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	75	74	77	71	69	72	42	43	46
Mathematics	63	65	68	55	54	58	40	40	43
Science	56	67	76	48	54	65	35	38	46
History-Social Science	61	70	70	49	46	54	33	33	36

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.

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	92	75	*	*
Filipino	*	*	*	*
Hispanic or Latino	58	53	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	79	70	77	70
Male	71	65	79	71
Female	83	71	73	69
Economically Disadvantaged	64	58	48	
English Learners	*	*	*	*
Students with Disabilities	59	47	59	
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 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	60.3

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.

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 at the [API](#) Web page.

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	2005	2006	2007
Statewide	9	9	9
Similar Schools	2	2	3

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6049944

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	15	5	14	872
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	4	8	11	879
Socioeconomically Disadvantaged				800
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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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 (School Year 2007-08)

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 [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.

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.