



## **Valley Middle School**

School Accountability Report Card, 2005–2006  
Carlsbad Unified School District

### Data Almanac

» The facts in this Data Almanac provide additional information, either in greater depth or for a span of years. This section presents the facts and statistics in table format without narrative text. We hope they make this report more useful to you and your colleagues.

**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	1,078
African American	1%
American Indian or Alaska Native	0%
Asian	3%
Filipino	1%
Hispanic or Latino	29%
Pacific Islander	0%
White (not Hispanic)	59%
Multiple or no response	5%
Socioeconomically disadvantaged	26%
English Learners	9%
Students with disabilities	11%

SOURCE: All but the last three lines are from the annual censuses, CBEDS, October 2005. Data about students who are socioeconomically disadvantaged, English Learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	348
Grade 7	342
Grade 8	356
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2005.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2003–2004	2004–2005	2005–2006
English	27	29	29
History	31	30	28
Math	31	30	29
Science	30	29	27

SOURCE: CBEDS, October 2005.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2003–2004			2004–2005			2005–2006		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	7	27	8	4	15	10	5	16	12
History	1	18	15	6	16	9	7	14	17
Math	1	17	14	4	12	14	6	17	13
Science	1	26	10	5	22	7	8	26	7

SOURCE: CBEDS, October 2005.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2003–2004	2004–2005	2005–2006	2005–2006
<b>With Full Credential</b>	98%	98%	98%	98%
<b>Without Full Credential</b>	2%	2%	2%	2%

SOURCE: CBEDS, October 2005, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English/ Language Arts	55%	62%	64%	62%	65%	65%	36%	40%	42%
History/Social Social	44%	45%	50%	49%	50%	50%	29%	32%	33%
Mathematics	50%	56%	57%	56%	59%	60%	34%	38%	40%
Science	N/A	N/A	66%	38%	49%	56%	25%	27%	35%

SOURCE: California Standards Tests (CST) results, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

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.

STUDENT GROUP	PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2005–2006	HISTORY/ SOCIAL SCIENCE 2005–2006	MATHEMATICS 2005–2006	SCIENCE 2005–2006
African American	43%	N/A	30%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	91%	71%	82%	86%
Filipino	92%	N/A	77%	N/A
Hispanic or Latino	37%	32%	38%	54%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	75%	56%	65%	70%
Boys	59%	54%	54%	67%
Girls	70%	46%	61%	65%
Economically disadvantaged	35%	23%	34%	47%
English Learners	3%	0%	12%	17%
Students with disabilities	21%	18%	20%	24%
Students receiving migrant education services	23%	14%	27%	29%

SOURCE: California Standards Tests (CST) results, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

#### CAT/6 Test Results for Seventh Grade Students—Three-Year Comparison

The percent of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>Reading</b>	63%	66%	57%	65%	66%	64%	43%	41%	42%
<b>Mathematics</b>	67%	73%	66%	73%	75%	74%	51%	52%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

#### CAT/6 Test Results for Seventh Grade Students by Group—Most Recent Year

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.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2005–2006	MATHEMATICS 2005–2006
<b>African American</b>	38%	38%
<b>American Indian or Alaska Native</b>	N/A	N/A
<b>Asian</b>	87%	87%
<b>Filipino</b>	N/A	N/A
<b>Hispanic or Latino</b>	33%	44%
<b>Pacific Islander</b>	N/A	N/A
<b>White (not Hispanic)</b>	68%	77%
<b>Boys</b>	48%	60%
<b>Girls</b>	67%	72%
<b>Economically disadvantaged</b>	30%	45%
<b>English Learners</b>	8%	20%
<b>Students with disabilities</b>	16%	28%
<b>Students receiving migrant education services</b>	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary 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 elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2003–2004	2004–2005	2005–2006
Statewide rank	9	9	8
Similar-schools rank	7	7	5

SOURCE: The API Base Report from December 2006.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: 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.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2003–2004	2004–2005	2005–2006	2005–2006
All students at the school	+14	+6	+16	816
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-2	+16	+9	709
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+22	-4	+18	857
Boys	N/A	N/A	N/A	N/A
Girls	N/A	N/A	N/A	N/A
Economically disadvantaged	+0	+14	-6	686
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2007.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests; (b) 22.3 percent of students scoring Proficient or higher on the English/language arts test and 20.9 percent in mathematics; and (c) an API of at least 590.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
API	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in February 2007.

#### Intervention Program: District Program Improvement (PI)

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.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in February 2007.

## TEXTBOOKS

### Textbook Adoption List (TABLE O)

Here is a complete or partial list of textbooks used at our school during the 2005–2006 school year..

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
<b>McDougal Littel Reading and Language Arts Program</b>	Language Arts	2002	2003-04
<b>Concepts and Skills</b>	Math	2001	2001
<b>Holt Science and Technology</b>	Science	2001	2001
<b>Houghton Mifflin Social Studies</b>	Social Studies	1991-1999	1991-1999
<b>Prentice Hall Social Studies</b>	Social Studies	2000	2000

SOURCE: Textbook data is supplied by the district.