

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
CARMEL UNIFIED SCHOOL DISTRICT

Carmel Valley High School

ADDRESS: 27335 Schulte Road, Carmel, CA 93923 **PHONE:** (831) 624-4462

PRINCIPAL: Tom Stewart **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	28	1,026	1,339
Teachers	Number of classroom teachers (full-time equivalent)	3	44	56
Students per teacher	Number of students per teacher	11	23	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	N/A	650	696
Students per computer	Number of students sharing one computer	2	4	4

Principal's Comments

The mission of Carmel Valley High School (CVHS) is to provide a challenging curriculum for each and every student. Our approach addresses the educational and emotional needs of students who come from diverse backgrounds. We expect that all graduating students will become productive and caring members of society.

We develop an Individual Learning Plan (ILP) for each student, and each lesson is given at that student's level of ability. Parents work with staff to ensure students' success. They help design their student's ILP, receive progress reports, and are immediately informed of their child's important achievements.

Finally, the local community is generous in providing us with both time and money. Individuals and service clubs contribute generously to scholarships, assist with school projects, and volunteer in the classroom.

Major Achievements

- We developed a comprehensive student/community profile and used this data to help guide curricular reform.
- We increased the involvement of students, parents, and community members.
- We aligned our courses with the California Content Standards and developed student performance standards for each content area.
- We created multiple ways of assessing student performance.
- We provided training for teachers in curriculum, instruction, and assessment.
- We consistently practiced discipline procedures.
- We improved the effectiveness of our ILPs by involving more staff members.

Focus for Improvement

- Create a formal staff development plan that focuses on academic standards and schoolwide learning goals.
- Develop a systematic method for tracking assessment data.
- Continue to align curriculum with state standards.
- Use technology in more varied ways.
- Use a variety of methods to communicate with parents and the school community about student progress.

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Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

An API could not be created for our school because the number of students taking the required tests was too small (ten or fewer) to be statistically reliable. You can find three years of detailed API results in the [technical appendix](#) to this report.

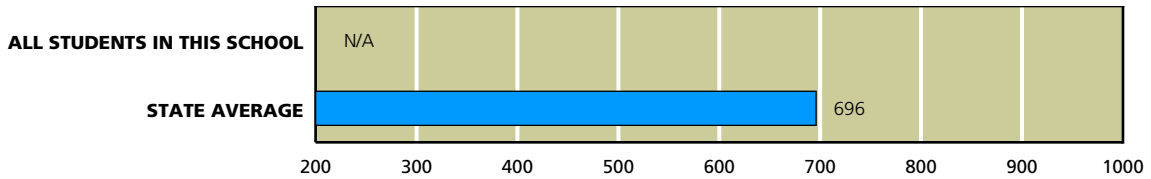
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	N/A
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the CASHEE (22.3 percent on the English/language arts test and 20.9 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% MEET OBJECTIVE ON THE TEST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% MEET OBJECTIVE ON THE TEST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

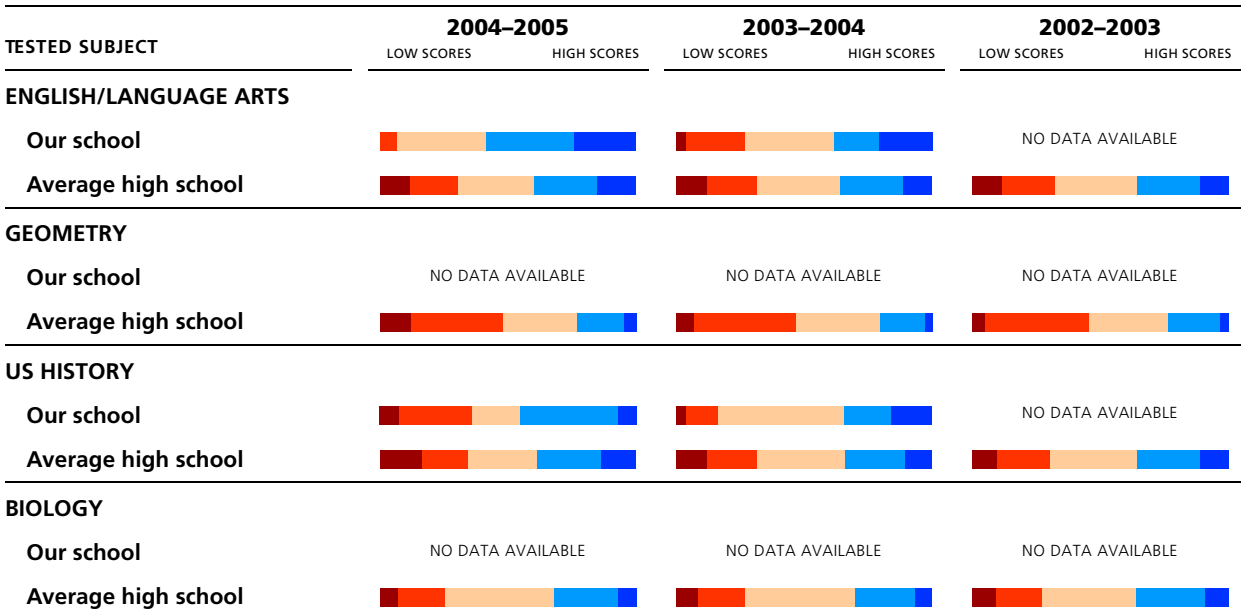
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	58%	39%	N/A
Average high school	40%	37%	36%
GEOMETRY			
Our school	N/A	N/A	N/A
Average high school	24%	22%	25%
US HISTORY			
Our school	45%	35%	N/A
Average high school	39%	35%	36%
BIOLOGY			
Our school	N/A	N/A	N/A
Average high school	33%	31%	37%

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. More information about these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

ARE ALL STUDENTS’ SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting the CST results from one course in each of the four core subjects. For science, we’ve selected biology because it is the science course taken by more students statewide than any other. For math, we’ve selected geometry because algebra is now supposed to be taken by eighth graders, leaving geometry as the class for freshmen and sophomores to take. In social studies, we’ve selected US history, which is taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			58%	89%	SCHOOLWIDE AVERAGE: About 18 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

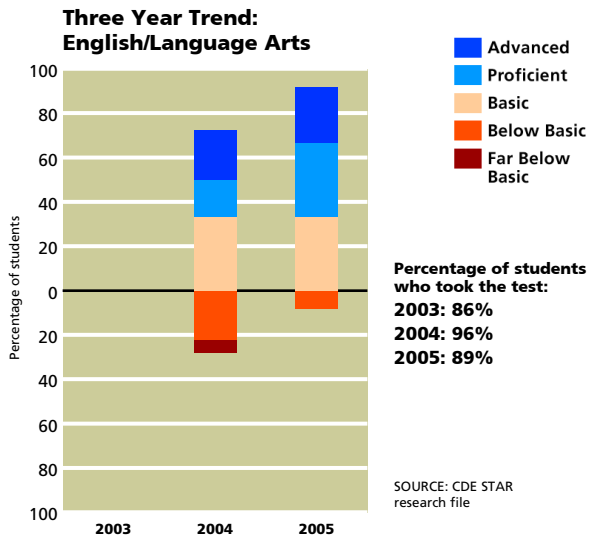
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	12	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	11	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	12	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).



To read more about the English/language arts standards for [ninth and tenth grades](#) and [eleventh and twelfth grades](#), visit the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	17%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			14%	22%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	23%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

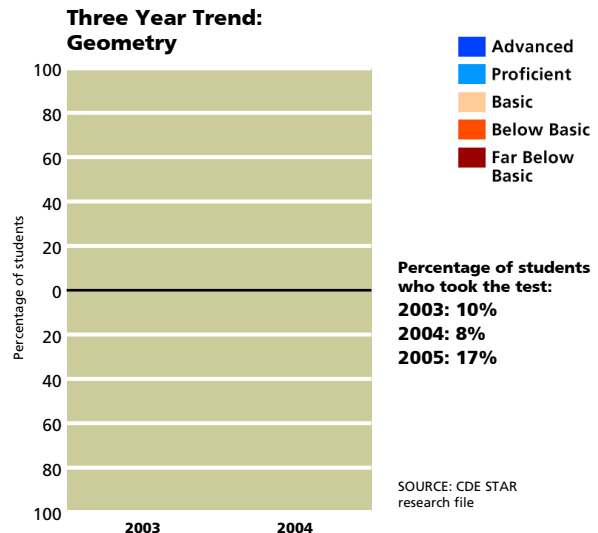
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	NO DATA AVAILABLE		N/A	0	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 17 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE's Web site.



US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			45%	85%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			32%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			39%	94%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

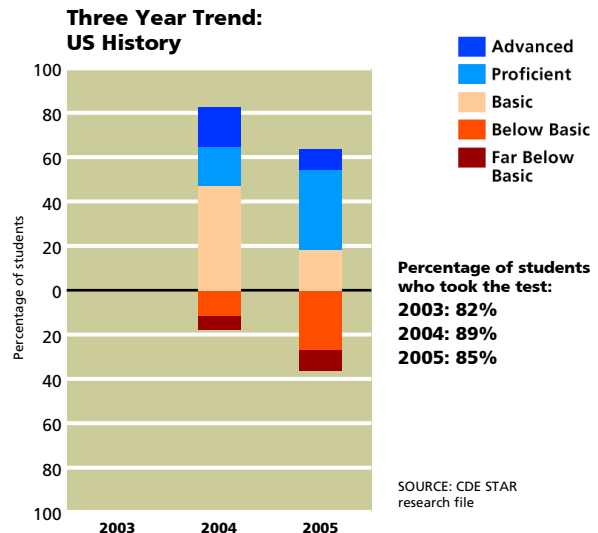
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	11	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. **Progress** can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).



To read more about the history standards for **tenth**, **eleventh**, and **twelfth** grades, visit the CDE's Web site.



Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			25%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			33%	33%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.

Other Measures of Student Achievement

Carmel Valley High School uses a variety of means to assess student progress, including published standardized tests, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. Because our classes are small, teachers are able to observe student progress daily and use this information to guide instruction.

At the beginning of each school year, the school principal and teachers meet with each student and the parents or guardians to develop an ILP. The ILP includes academic and career goals; learning strengths and weaknesses; technology skills; employment; and behavioral, health, or legal issues. We review progress with each student quarterly and update the ILP. Our school sends report cards to parents each quarter, listing grades, credits earned, and progress toward meeting graduation requirements. If a student is at risk of not graduating or if there are other serious academic or behavioral problems, we notify parents immediately.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

CVHS does not currently offer a college admissions test preparation course program, but students do have the opportunity to take the SAT, ACT, or any other college entrance exams locally. CVHS offers many of the classes that the University of California requires for admission. However, some students wanting to enroll in a four-year university will need to augment their classes through the local junior college to meet admissions requirements.

All staff members play an integral part in counseling students about their college or vocational plans.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2004–2005	N/A	465	499
SAT math	Average score of juniors and seniors taking the test, 2004–2005	N/A	474	521
SAT participation rate	Percentage of seniors who took the test, 2004–2005	10%	31%	36%
AP exams	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	0%	14	25
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	0%	26%	34%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	0%	5%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	0%	10%	10%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	71%	34%	31%

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, ten percent of Carmel Valley High students took the SAT, compared to 36 percent of high school students in California.

Carmel Valley High did not report its SAT scores.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Carmel Valley High did not report the number of AP exams taken and passed.

The percentage of Carmel Valley High's students taking courses required for admission to the UC or the CSU system was zero percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of Carmel Valley High's 2004 graduating class, 71 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here's the detail: zero percent of the graduating class went to UC campuses, zero percent went to CSU campuses, and 71 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include **honors**, **AP**, or **International Baccalaureate** (IB) courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers no AP or IB courses.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

Students who are not successful at CVHS are referred to Carmel High School or North Monterey County Independent Study. We counsel all students to stay in school, and we refer habitual truancy cases to the Monterey County district attorney for truancy mediation.

DROPOUT RATE: We now count as a **dropout** any student who left school during 2003–2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the 2004–2005 year by October 2005. Our

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate			
2003–2004	0%	1%	3%
2002–2003	0%	1%	3%
2001–2002	0%	2%	2%
Graduation rate			
2003–2004	100%	91%	87%
2002–2003	100%	89%	87%
2001–2002	75%	88%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine "adequate yearly progress." It is also one part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

A work experience coordinator meets weekly with students at CVHS. Our school also offers job shadowing and internships throughout the school year. Guest speakers tell students about various vocational opportunities. In addition, the administration actively seeks employment for CVHS students.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	0%	32%	28%
CTE graduates	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, no students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

STUDENTS

Students' English Language Skills

At Carmel Valley High, 100 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	100%	78%	85%
English learners	0%	22%	15%

SOURCE: Language Census for school year 2004-2005. County and state averages represent high schools only.

Ethnicity

Most students at Carmel Valley High identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Carmel Valley High. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	4%	8%
Asian American/ Pacific Islander	4%	7%	12%
Latino/Hispanic	14%	61%	41%
White/European American/ Other	82%	28%	38%

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Carmel Valley High, four percent of the students qualified for this program, compared to 36 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	47%	36%
Parents with some college	N/A	48%	59%
Parents with college degree	N/A	25%	37%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

CLIMATE FOR LEARNING

Average Class Sizes

Our average class size schoolwide is 12 students. The average class size for high schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	N/A	27	26
History	N/A	29	30
Math	N/A	28	28
Science	N/A	28	30

SOURCE: CBEDS census, October 2004, and Carmel USD. County and state averages represent high schools only.

Safety

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2002-2003	2003-2004	2004-2005
Drug or alcohol related	N/A	N/A	N/A
Crimes against people	N/A	N/A	N/A
Property crimes	N/A	N/A	N/A

SOURCE: This data comes from the school district office.

CVHS maintains emergency plans that the school safety committee reviews every September. The safety committee meets quarterly to monitor and assess safety concerns. CVHS holds monthly fire and radio drills as well as yearly earthquake and hostile intruder drills. Each fall our school mails a letter to parents about student safety in the event of a disaster.

Homework

Students must complete homework in all academic courses in order to satisfy credit requirements. While teachers give most assignments during the week, we expect students to complete projects such as book reports, research assignments, and science projects over a longer period of time.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Our student handbook clearly states our codes of conduct and the rules governing student discipline. These policies ensure school safety and help create an atmosphere conducive to learning. We discuss student behavior at weekly staff meetings or whenever necessary. The principal and teachers may meet with students to provide counseling if necessary. We reward good behavior and help students with self-esteem and personal or social issues. This effort helps reduce behavioral and discipline problems.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	21	12
	2003–2004	N/A	N/A
	2002–2003	36	17
Expulsions per 100 students	2004–2005	0	0
	2003–2004	N/A	N/A
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2004–2005 school year, we had six suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	40%	28%
Girls in Fitness Zone	N/A	44%	26%
Total	N/A	42%	27%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	65,990	64,800
Grade 10	65,990	64,800
Grade 11	65,990	64,800
Grade 12	65,990	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Tom Stewart has been principal of this school for four years. Our principal has four years of experience as a principal and 15 as a teacher.

Our entire staff participates in making decisions. The atmosphere is collaborative and very supportive.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	20	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	12%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	67%	39%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	33%	60%	62%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

None of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other high schools in California. Our teachers have, on average, 20 years of experience. About 33 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 67 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	87%	90%
Trainee credential holders	Percentage of staff holding an internship credential	0%	5%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	10%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Carmel Valley High hold a full credential. None of the faculty at Carmel Valley High holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

All of the faculty at Carmel Valley High hold the secondary (single-subject) credential. This number is above the average for high schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	26%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	N/A	10%	10%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	N/A	9%	9%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	13%	10%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than “highly qualified.” The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ENGLISH				
Courses	Percentage of English courses taught by a teacher lacking the right subject area authorization	N/A	8%	7%
Enrollment	Percentage of English students taught by a teacher lacking the right subject area authorization	N/A	6%	6%
MATH				
Courses	Percentage of math courses taught by a teacher lacking the right subject area authorization	N/A	10%	7%
Enrollment	Percentage of math students taught by a teacher lacking the right subject area authorization	N/A	8%	5%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	N/A	9%	14%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	N/A	9%	13%
SOCIAL SCIENCE				
Courses	Percentage of social science courses taught by a teacher lacking the right subject area authorization	N/A	12%	10%
Enrollment	Percentage of social science students taught by a teacher lacking the right subject area authorization	N/A	12%	9%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

This table shows how teachers considered to be less than “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

The districtwide average is one percent, compared to 26 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is one percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by “highly qualified” teachers	1%
Schools with most low income students	Percentage of core courses not taught by “highly qualified” teachers	N/A
Schools with fewest low income students	Percentage of core courses not taught by “highly qualified” teachers	1%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared.

Evaluating and Improving Teachers

The principal observes and evaluates teachers annually. We base evaluations on goals and objectives, classroom management, learning environment, teaching ability, and interaction with students. CVHS participates in a program that pairs new teachers with a mentor teacher at our site.

Staff Development

Our school, the district, and the Board of Education support and encourage staff development. Faculty members participate in the district's two annual staff development days and attend professional conferences and workshops throughout the school year to strengthen their teaching.

Teacher Assignment

CVHS has three full-time credentialed teachers, who are all teaching in their fields of expertise. Our staff members have experience in high school, middle school, opportunity classes, and school psychology. Staff members have received special training in teaching writing and literature, working with at-risk students, and providing behavioral intervention.

Substitute Teachers

CVHS employs qualified substitute teachers who are familiar with alternative education.

Specialized Programs and Staff

We provide psychological services seven hours a week. Our counselor is trained in psychology and therapy and is the director of Community Human Services of Monterey County.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. CVHS does not offer academic programs for GATE students.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has no students who qualify for these **special education** programs. Students entering CVHS with special needs receive all special education services that are available through our district. Students with needs that we cannot accommodate at this site are referred to Carmel High School.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. CVHS has not had any students who are English learners for the last five years.

Specialized Resource Staff

When we reported on our specialized resource staff at the beginning of our 2004–2005 school year, no one was assigned to our school. That’s why zeroes or the letters N/A appear in this table. To find out if new staff have more recently been assigned to these positions in our school, please ask our principal.

STAFF POSITION	STAFF (FTE)
Counselors	N/A
Librarians	N/A
Psychologists	N/A
Social workers	N/A
Nurses	N/A
Speech/language/hearing specialists	N/A
Resource specialists	N/A

SOURCE: CBEDS census, October 2004.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

Our English/language arts curriculum is based on the California Content Standards for each grade level. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters.

Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, most students take algebra during middle school. However, many students study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations.

Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in biology, life sciences, and earth science. Our students learn to apply the principles of investigation and experimentation. Many science courses are elective but required for admission to colleges. We require all students at our school to study biology and life sciences, as well as the principles of physiology, cell biology, genetics, ecology, and evolution.

Social Studies

Our social studies curriculum is based on the California Content Standards for high school. According to the standards, high school students must gain a greater knowledge of US history from the late 18th century through the present. They study the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the United States as a major world power, and the US Constitution.

Textbooks

Facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2005–2006 school year.

RESOURCES

Buildings

Our school includes five buildings, of which four are portables. On an average day, 31 students and staff occupy these buildings. Our school has recently been modernized with the aid of a \$20-million district school bond. Renovation included interior and exterior painting, indoor and outdoor lighting, new ceiling tiles, cabinets, doors with safety locks, an expanded and newly paved parking lot, and a new language arts building. Telephone, cable, and Internet lines now run underground. A garden project begun during the 2002–2003 school year is currently serving as an ongoing interactive science project.

The district’s facilities team spent \$0 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was zero percent of the district’s deferred maintenance budget of \$327,738.

The bathrooms in our school contain five toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Our library includes Internet-connected computers so students can do research online. We update our books and periodicals every year. The library is open during school hours.

Computers

We have 16 computers available for student use, which means that, on average, there is one computer for every two students. There are three classrooms connected to the Internet. The computer lab is used daily during school hours for research, graphic design, PowerPoint presentations, digital photography, and various other teacher- and student-driven projects.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	4	4
Internet-connected classrooms	3	47	61

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

Parent Involvement

Parents are active members of the School Site Council and Western Association of Schools and Colleges focus groups. Parents, students, and faculty participate in developing ILPs at the beginning of each school year or whenever new students enroll at Carmel Valley High School. Parents also participate in selecting classes for their students. In the fall, parents complete a survey to indicate how they view all aspects of the school environment.

FUNDING

We receive funds from the Friends of Carmel Unified Schools, the Carmel Valley Rotary, the Carmel Valley Kiwanis, the Target Take Charge of Education Program, and the Wells Fargo Foundation Community Partners Program.

Our school's expenditures can be viewed from the link below. You'll find a comparative breakdown of our school's [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school's expenditures is the result of a new law passed in the fall 2005 legislative session. If you're seeking financial information about the school district as a whole, you'll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$25,813,727	N/A	N/A
Expenses per student	\$12,436	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$23,897,334	N/A	N/A
Expenses per student	\$11,515	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$12,436 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$25,813,727. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership's Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE's Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,719	\$35,309
Midrange teacher’s salary	\$62,142	\$53,828
Highest-paid teacher’s salary	\$81,574	\$68,027
Average principal’s salary (high school)	\$114,886	\$91,421
Superintendent’s salary	\$132,000	\$118,587
Percentage of budget for teachers’ salaries	37%	40%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.