

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

Carmel Middle School

ADDRESS: 4380 Carmel Valley Road, Carmel, CA 93922 **PHONE:** (831) 624-2785

PRINCIPAL: Edmund Gross **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	552	507	706
Teachers	Number of classroom teachers (full-time equivalent)	31	23	31
Students per teacher	Number of students per teacher	17	23	23
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	835	666	716
Students per computer	Number of students sharing one computer	4	7	5

Principal's Comments

Carmel Middle School (CMS) strives to provide learning opportunities that allow students to progress effectively toward their potential. Our emphasis is on academics, but, while we value academic rigor, we are mindful of the needs of early adolescents and present learning activities in a way that will motivate them to learn. As part of this balanced approach, we offer a broad range of elective and extracurricular courses that contribute to a well-rounded middle school experience. The students at CMS demonstrate patterns of continuous improvement, as measured by school and district assessments and standardized tests. Staff commitment to both our positive school climate and academic excellence is high.

Major Achievements

- Teachers continued to align instruction with the California Content Standards.
- We implemented a new schedule that allows for weekly collaboration among teachers.
- We saw record numbers of students earning honor roll status.
- Our score on the Academic Performance Index (API) rose from 810 to 835 last year.
- We worked hard to improve our English Language Development (ELD) program to better support our English learners.
- Our Single Plan for Student Achievement, a improvement plan aligned with the California Content Standards and based on assessments, focuses on improving student writing.

Focus for Improvement

- Teachers will continue to develop strong writing assignments and to use the district's assessment system more effectively. Improved writing instruction continues to be the emphasis of our Single Plan for Student Achievement.
- We will continue to plan interventions to better support our lowest-performing students. We provided study halls during the school day and afterschool tutoring to support underperforming students.
- We will continue to focus on character education for students and will maintain a safe and positive learning environment. We include these goals in our Single Plan for Student Achievement.

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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.

Carmel’s API was 835 (out of 1000). This is an increase of 25 points compared to last year’s API. About 100 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

API RANKINGS: Based on our API growth score, we receive two rankings. The first compares us to all middle schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all middle schools in California, our school currently ranks 9 out of 10.

SIMILAR SCHOOL RANKINGS: We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 5 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

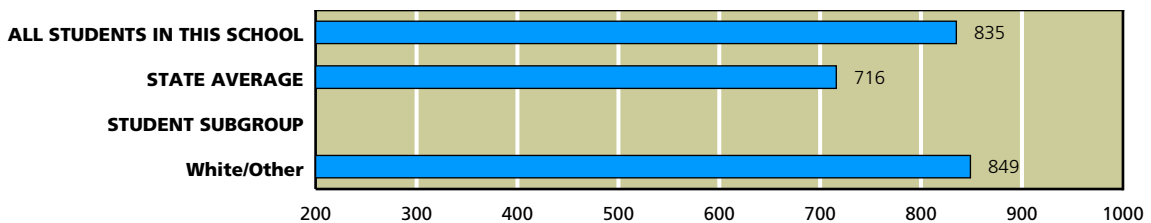
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required 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. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 66 percent of middle schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	835
Growth attained from prior year	+25
Met subgroup* growth targets	Yes
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 middle 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, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	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 CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

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.

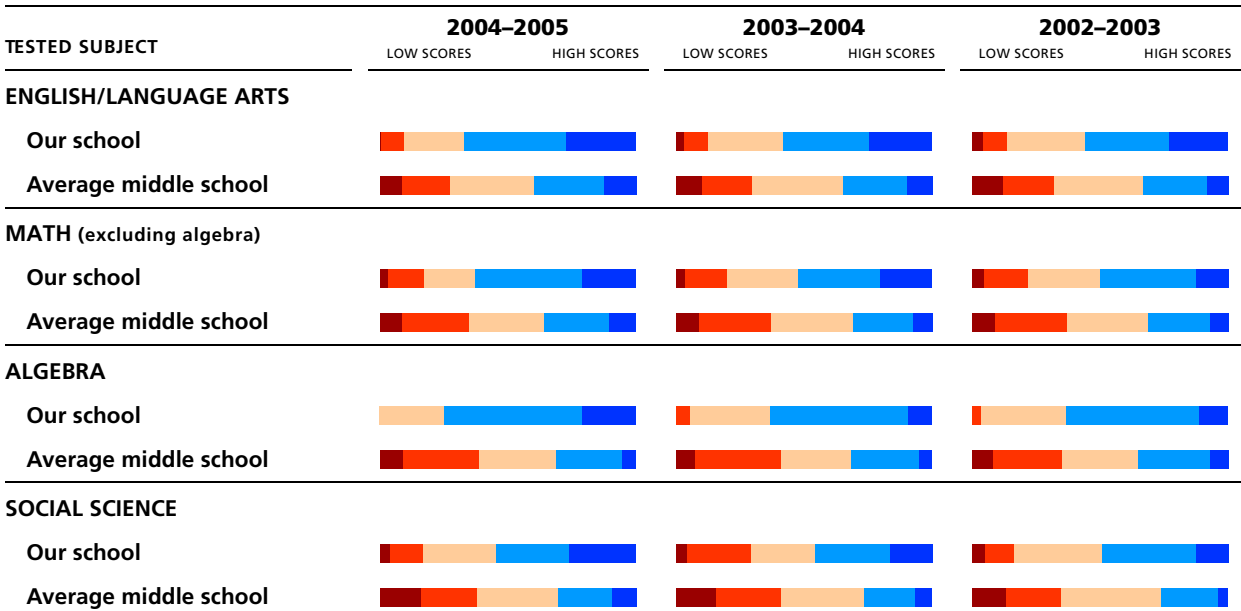
STUDENT ACHIEVEMENT

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 middle 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 middle 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	67%	58%	56%
Average middle school	40%	35%	34%
MATH (excluding algebra)			
Our school	64%	53%	50%
Average middle school	37%	32%	32%
ALGEBRA			
Our school	74%	63%	63%
Average middle school	32%	32%	36%
SOCIAL SCIENCE			
Our school	55%	46%	48%
Average middle school	31%	28%	28%

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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](#).

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			66%	99%	SCHOOLWIDE AVERAGE: About 26 percent more students at our school scored proficient or advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			32%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			40%	99%	

Subgroup Test Scores

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

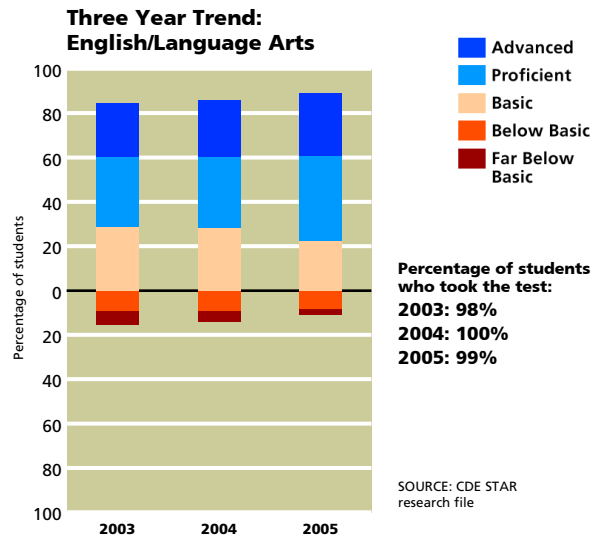
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			63%	283	GENDER: About eight percent more girls than boys at our school scored proficient or advanced.
Girls			71%	256	
English proficient			68%	519	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income			32%	65	INCOME: About 40 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			72%	473	
Learning disabled			25%	56	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			72%	483	
Hispanic/Latino			35%	65	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			70%	433	

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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.
 NS: 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).

You can read the California standards for English/language arts for [sixth](#) grade, [seventh](#) grade, and [eighth](#) grade at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Math (excluding algebra)

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			63%	84%	SCHOOLWIDE AVERAGE: About 26 percent more students at our school scored proficient or advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			28%	88%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	84%	

Subgroup Test Scores

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

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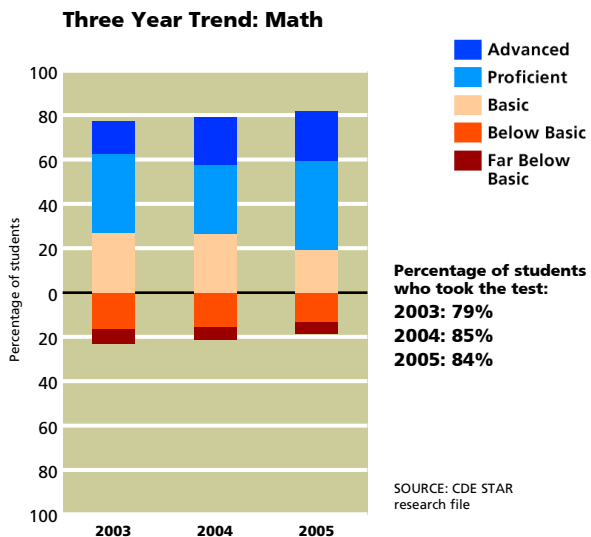
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			64%	245	GENDER: About three percent more boys than girls at our school scored proficient or advanced.
Girls			61%	211	
English proficient			65%	436	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income			30%	61	INCOME: About 38 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			68%	394	
Learning disabled			18%	55	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			69%	401	
Hispanic/Latino			38%	60	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			65%	359	

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All sixth and seventh graders take the same math courses. In eighth grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

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).

You can read the [sixth](#) and [seventh](#) grade math standards at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Algebra I

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

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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			74%	40%	SCHOOLWIDE AVERAGE: About 42 percent more students at our school scored proficient or advanced than at the average middle school in California. About four percent fewer students took algebra than did students in the average middle school in the state. This is a notable success.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			36%	30%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			32%	44%	

Subgroup Test Scores

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

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

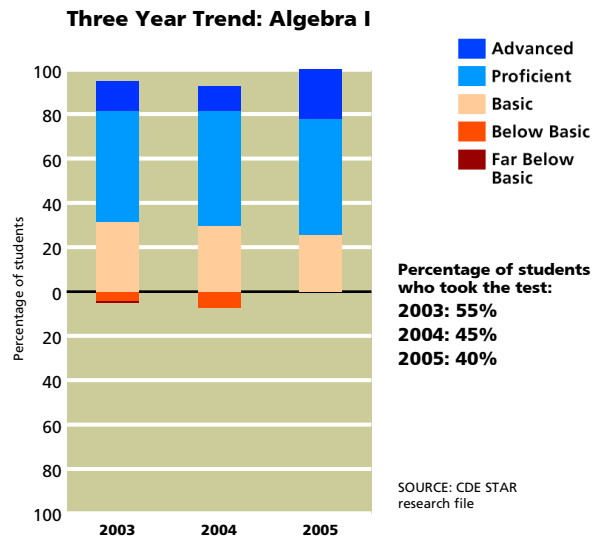
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			78%	36	GENDER: About seven percent more boys than girls at our school scored proficient or advanced.
Girls			71%	45	
English proficient			74%	81	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners 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 from low income families was either zero or too small to be statistically significant.
Not low income			73%	77	
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 with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			74%	81	
White/Other			74%	72	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

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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.
 NS: 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.

We report our students' algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

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).

About 40 percent of our students took the algebra standards test, compared to 44 percent of all middle school students statewide. You can review the [algebra standards](#) on the CDE's Web site.



History/Social Science

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

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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			55%	98%	SCHOOLWIDE AVERAGE: About 24 percent more students at our school scored proficient or advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			24%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			31%	98%	

Subgroup Test Scores

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

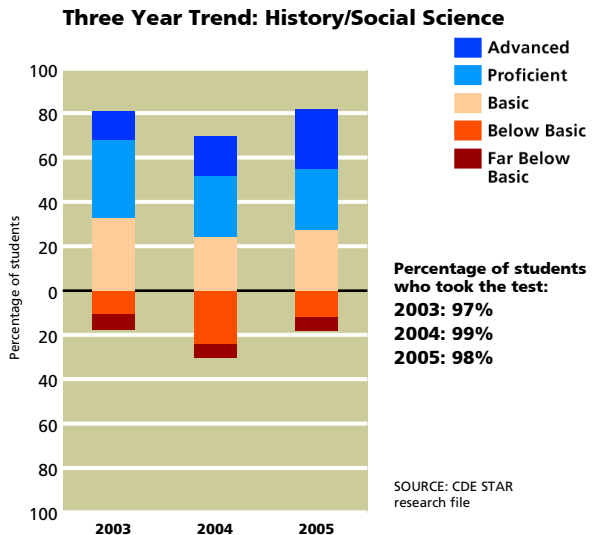
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			58%	98	GENDER: About seven percent more boys than girls at our school scored proficient or advanced.
Girls			51%	102	
English proficient			56%	196	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	24	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			58%	175	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	17	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			57%	183	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	26	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
White/Other			60%	163	

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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.

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You can read the [eighth](#) grade history/social science standards at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	45%	17%	21%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	73%	38%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	50%	21%	26%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	68%	38%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	46%	16%	24%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	71%	40%	50%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent middle 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.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Carmel, 73 percent of students scored at or above average in reading (compared to 46 percent statewide); 68 percent scored at or above average in language (compared to 45 percent statewide); and 71 percent scored at or above average in math (compared to 50 percent statewide).

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Carmel, 45 percent of students scored at the top in reading (compared to 21 percent statewide); 50 percent scored at the top in language (compared to 26 percent statewide); and 46 percent scored at the top in math (compared to 24 percent statewide).

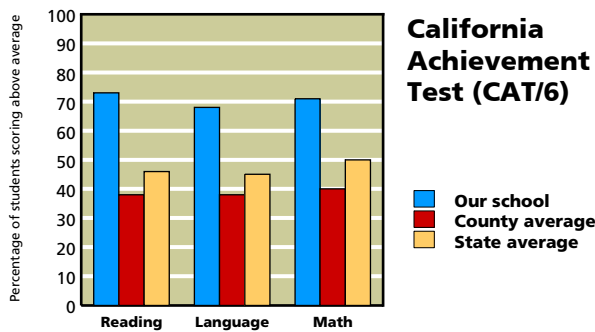
Our CAT/6 Results Compared

Students take this test only in the seventh grade. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.

Other Measures of Student Achievement

Our teachers keep ongoing records of student achievement. We mail home progress reports in the middle of each quarter; we send home report cards at the end of each quarter. Some staff members use online gradebooks, so parents can access their students’ records from home. We hold parent conferences in the fall and throughout the year, as needed.

Teachers score student writing performance using a scoring system similar to the state model. We provide opportunities for students to write in all classes, and teachers score writing samples for an entire grade to monitor student progress.



SOURCE: Spring 2005 test cycle. County and state averages represent middle schools only.

STUDENTS

Students' English Language Skills

At Carmel, 96 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall. Of the four percent of Carmel students who were still learning English, 20 percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	96%	69%	79%
English learners	4%	31%	21%

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

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 20 students classified as English learners. At Carmel, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	95%	96%	87%
Vietnamese	0%	1%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	5%	0%	1%
All other	0%	2%	6%

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

Ethnicity

Most students at Carmel 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. 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	11%	4%	8%
Asian American/Pacific Islander	2%	7%	11%
Latino/Hispanic	13%	62%	45%
White/European American/Other	74%	27%	36%

SOURCE: CBEDS census of October 2004. County and state averages represent middle 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, 11 percent of the students qualified for this program, compared to 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	11%	56%	50%
Parents with some college	89%	44%	54%
Parents with college degree	70%	24%	31%

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 middle schools only.

The parents of 89 percent of the students at Carmel have attended college and 70 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Carmel varies from a low of 20 students to a high of 24. Our average class size schoolwide is 22 students. The average class size for middle 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	20	26	27
History	22	28	30
Math	23	27	28
Science	24	28	30

SOURCE: CBEDS census, October 2004. County and state averages represent middle 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.

CMS maintains a strong commitment to safety. The grounds are in excellent condition. District maintenance staff responds quickly to school needs. We update our school safety plan annually and conduct emergency drills regularly. We have a closed campus, and visitors are required to check in with the office. Employees use handheld radios to communicate with the office. Our campus supervision plan ensures that students are monitored before and after school and during breaks and lunch.

Homework

Teachers assign homework regularly to extend students' opportunities for learning beyond the school day. Students can expect to receive homework assignments four to five nights a week. The homework should require between one and two hours each night. Sixth graders will typically have less homework than seventh or eighth graders. Many parents review homework with students daily.

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.

Carmel Middle School has high expectations for student behavior and enforces them consistently. We emphasize the positive through our Pillars of Character. We recognize and reward students for academic and character success at both our informal “Claw Talks” and the end-of-the-year Honors Nights.

During the 2004–2005 school year, we had 99 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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	18	N/A
	2003–2004	N/A	N/A
	2002–2003	10	9
Expulsions per 100 students	2004–2005	0	N/A
	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 middle schools only.

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	36%	36%	27%
Girls in Fitness Zone	64%	64%	31%
Total	48%	48%	29%

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.

Schedule

CMS follows a traditional school calendar. School begins in the latter half of August and ends in mid-June. Classes begin at 7:54 a.m. and end at 2:30 p.m. daily. We offer numerous extracurricular programs, including music, drama, athletics, and cheerleading. The library is open until 4 p.m. almost every school day.

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 6	56,280	54,000
Grade 7	61,500	54,000
Grade 8	61,500	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Edmund Gross has been principal of this school for 12 years.

We have a full-time assistant principal and two counselors who assist with school leadership. Our leadership team, which meets monthly, is composed of nine teachers. Both teachers and parent groups provide input for decisions.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	6%	17%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	41%	29%	32%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	59%	71%	68%

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

About six percent 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 middle schools in California. Our teachers have, on average, 12 years of experience. About 59 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 41 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%	89%	91%
Trainee credential holders	Percentage of staff holding an internship credential	0%	4%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	9%	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 middle 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 hold a full credential. None of the faculty at Carmel 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 middle school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few middle school teachers hold this authorization statewide (just five percent).

About 91 percent of the faculty at Carmel hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 62 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 algebra and science courses taught by a teacher who lacks the right credential for the course	11%	27%	34%
Out-of-field teaching: students	Percentage of students in algebra and science courses taught by a teacher who lacks the right credential for the course	10%	27%	34%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	11%	9%

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. About 11 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 34 percent of core courses taught by middle school teachers countywide.

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 nine percent of teachers in middle schools statewide.

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

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ALGEBRA				
Courses	Percentage of algebra courses taught by a teacher lacking the right subject area authorization	0%	23%	28%
Enrollment	Percentage of algebra students taught by a teacher lacking the right subject area authorization	0%	24%	26%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	18%	30%	38%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	17%	29%	38%

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

In this more detailed analysis, you'll find the percentage of algebra courses taught by teachers who lack subject area authorization in math and the percentage of eighth-grade students taking algebra from a teacher who lacks this subject area authorization. While algebra teachers in some middle schools might not formally be required to hold this math subject area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential.

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

We evaluate all probationary and temporary teachers a minimum of four times each year, and we evaluate permanent staff every other year. Evaluations include regular classroom visits and assessing teachers' performance objectives, as required by the Carmel Unified School District. We formally recognize outstanding teaching and give detailed plans and structured assistance to teachers who need to improve.

Staff Development

Throughout the year our teachers attend professional conferences and workshops. Our staff also participates in district training days. Training topics last year included writing instruction; customizing instruction to meet the needs of students at every level; and using PowerPoint, Web page design tools, and electronic gradebooks. This year staff development will focus on improving student writing performance in all academic areas.

Teacher Assignment

All of our teachers teach the subjects for which they are credentialed. In addition to their classroom assignments, teachers offer daily 25-minute enrichment opportunities for students. All teachers participate in campus supervision or have other adjunct assignments. They meet regularly in school and in department sessions after the close of the school day.

Substitute Teachers

Carmel Middle School benefits from a strong pool of substitutes who work regularly at our site. As a result, our program remains strong when teachers are ill or attending professional training.

Academic Guidance Counselors

Our school has two full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 276 students. Just for reference, California districts employ about one academic counselor for every 823 middle school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

CMS has a strong staff of support professionals. We have two full-time counselors who provide both academic and personal counseling. They ensure that students experience smooth transitions from elementary school to middle school and from middle school to high school. We offer students peer tutoring, career exploration, and focus groups. We have a part-time staff that includes a school psychologist; speech, occupational, and mental health therapists; and a nurse.

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 \(GATE\)](#). Our school has 47 students who qualify for this program. We offer a very challenging curriculum for all students. We challenge students identified for the GATE program with accelerated placement in mathematics courses and with individualized instruction in other subject areas.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 75 students who qualify for these [special education](#) programs. Students with identified learning disabilities are entitled to an Individual Education Program (IEP). These students receive instruction from three full-time teachers, who also act as case managers and coordinate implementation of the IEP. We work with mainstream teachers to help plan instruction that ensures the success of special-needs students. An instructional aid works in our special education classrooms.

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. We have one full-time credentialed bilingual teacher to serve our relatively few English learners in ELD classes. Students learning English work toward fluency within a specially designed curriculum. Once they achieve adequate fluency, they transition into regular classes, where they have a bilingual aide to assist them. We are currently working with regular classroom teachers to improve their ability to support English learners transitioning into their classrooms.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	2.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

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 language arts curriculum is an interactive program in which literature is the basis for student growth in speaking, reading, listening, and writing.

While sixth grade is organized around a core combining language arts and social studies, the seventh and eighth grades provide separate instruction in each subject.

Our curriculum is aligned with the California Content Standards and with state philosophies for teaching language arts. Our students develop a lifelong love of reading and writing. Teachers help students master the writing process, comprehend literal and figurative themes within texts, and analyze literature according to the author's literary devices.

Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, students in the sixth grade must expand their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. Our students learn the principles of statistics, probability, and ratios as well as how to analyze data and solve equations. Seventh grade students study pre-algebra, and eighth grade students study algebra. We administer tests to determine appropriate placement and monitor students' progress toward meeting state standards.

Science

Our science curriculum is aligned with the California Content Standards. Sixth graders study earth science; seventh graders study life science; and eighth graders study physical science. Students in all grade levels receive supplemental instruction about our habitat, providing an opportunity for hands-on learning. In the natural environment, students become scientists as they explore native plants and animals, test soils and water, and observe changes over a three-year period. They use scientific methods and hands-on inquiry throughout their three years at Carmel Middle School.

Social Studies

Sixth grade students participate in interdisciplinary studies of emerging and early civilizations. Seventh graders study medieval world history. Eighth graders learn about US history relevant to current global issues. Students learn to see themselves as participating citizens in local, national, and global communities. They develop appreciation and understanding of cultural, historical, economic, geographic, and political diversity.

During their three years of study, students complete an inquiry project on the culture of ancient Egypt, complete a historical paper and research project, take a test developed by our staff on the US Constitution, and take a comprehensive US history exam.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Language of Literature	1997	Language arts	Yes	Yes
Scott Foresman Calif. Mathematics	2001	Math	Yes	Yes
Focus on Earth Science	2001	Science	Yes	Yes
Call to Freedom	2000	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More 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.

RESOURCES

Buildings

Our school includes 18 buildings, of which one is a portable. On an average day, 586 students and staff occupy these buildings. Our modernization project has been completed, and we now have a fantastic middle school facility. Classrooms have all the modern learning infrastructure. We have a full-sized gym, state-of-the-art athletic fields, a theater, and a library and computer lab for school and extracurricular use.

The district's facilities team spent \$327,738 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 100 percent of the district's deferred maintenance budget of \$327,738.

The bathrooms in our school contain 44 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 has a rich collection of books that we improve each year, using library funds. Our full-time librarian teaches library research skills with the support of a part-time library assistant. The library is open daily before and after school and during lunch. The library is the center of our learning community, and teachers visit the facility daily with their classes.

Computers

We have 134 computers available for student use, which means that, on average, there is one computer for every four students. There are 37 classrooms connected to the Internet.

We have a class set of computers in our

library, an equal number in our computer lab, and at least one computer in every classroom. Our entire site has Internet access, so students and staff can conduct Web research anywhere on campus. We also have a computer classroom, where students learn computer technology through exploration. Our computer tech assistant manages the campus computers and keeps them in excellent working order.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	7	5
Internet-connected classrooms	37	26	33

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

Parent Involvement

Outstanding parent support and involvement are an important part of the Carmel Middle School culture. Our active PTA provides leadership, fund-raising, and volunteers. Parents help assemble our back-to-school mailer, coordinate fund-raising, provide hospitality at school activities and student recognition ceremonies, run the student store, and sell pizza at lunch. They also serve on the School Site Council, which develops our Single Plan for Student Achievement and approves the distribution of school improvement funds. Parents also run Sports Boosters and Music Boosters. We welcome parent involvement. Please contact the school office at (831) 624-2785 if you are interested in becoming involved.

FUNDING

Our PTA typically raises close to \$40,000 per year for the school. Teachers request the PTA to fund projects not included in the regular school budget. We also routinely receive funds from local service organizations. We've used these funds to construct a track for physical education and to develop an afterschool track 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 (middle school)	\$97,921	\$85,123
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.

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